

ANNUAL REPORT



FACTS AND
FIGURES FOR

ANDOVER'S FISCAL
YEAR OF 1983-84.



Andover
Room
R
371.01
And

FOR
ANDOVER
PUBLIC SCHOOLS

Cover design by *Adam Ruma*
Grade 6, West Elementary School

Barcode
MAN-1983-1984 School

Andover Public
\$ 371.01 And

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

1983-1984
ANNUAL REPORT

Dr. Kenneth R. Seifert
Superintendent of Schools

Donald W. Robb, Chairman
Andover School Committee

TABLE OF CONTENTS

	<u>Page</u>
Andover School Committee Members and Central Office School Administrators	1
School Cancellation Policy and Entrance Requirements for Students	2
School Calendar	3
School Enrollment	4
Reports:	
Donald W. Robb, Chairman Andover School Committee	6
Dr. Kenneth R. Seifert Superintendent of Schools	8
Dr. Richard F. McGrail Assistant Superintendent--Secondary	10
Lois Haslam Assistant Superintendent--Elementary	13
Francis L. Paul School Business Administrator	16
School Principals' Reports:	
Bancroft School, A. Eugene Frulla	22
Sanborn School, Isabelle Dobbie	24
South School, Joseph M. Normandy, Jr.	28
West Elementary School, John A. Coyle	31
Andover High School, Mary A. Jennings	33
Doherty Junior High School, John B. Hughes	36
West Jr. High School, William E. Hart	38
Reports of Program Advisors:	
Fine Arts, Diana Kolben	44
Health Resource Teacher, Brenda O'Brien	46
Language Arts, Kathleen Scanlon	49
Mathematics, James A. Murphy	51
Media Centers, Annetta R. Freedman	61
Physical Education and Athletics, Richard J. Bourdelais	64
Pupil Personnel Administrator, Pamela Kvilekval	66
Reading, Dorothy Sipsey	72
Standard Achievement Test Scores	77

ANDOVER SCHOOL COMMITTEE

<u>Member</u>	<u>Date Elected</u>	<u>Term Expires</u>
Donald W. Robb, Chairman 36 York Street Andover, MA 01810	1979	1986
Michael R. Giammusso, Secretary 68 Summer Street Andover, MA 01810	1981	1987
Richard E. Neal 1 Twin Brooks Circle Andover, MA 01810	1980	1986
Susan T. Poore 85 Osgood Street Andover, MA 01810	1982	1985
Robert F. Smith 10 Dundas Avenue Andover, MA 01810	1982	1985

SCHOOL COMMITTEE MEETINGS

are held

The first and third Tuesday of each month at 7:30 P.M.
School Committee Conference Room
School Administrative Office Building

SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

ASSISTANT SUPERINTENDENT OF SCHOOLS, SECONDARY

Dr. Richard E. McGrail

ASSISTANT SUPERINTENDENT OF SCHOOLS, ELEMENTARY

Lois Haslam

SCHOOL BUSINESS ADMINISTRATOR

Francis L. Paul

TRUSTEES OF PUNCHARD FREE SCHOOL

Rev. James A. Diamond
Earl G. Efinger
Rev. Westy Egmont
William V. Emmons

Joan M. Lewis
Margaret R. Porter
Rev. Graham L. N. Ward

SCHOOL PHYSICIAN

Dr. Grace Kim

93 Main Street
Andover, MA 01810

SCHOOL CANCELLATIONS

In the event that circumstances require a decision to cancel or delay the opening of school for up to one hour, the Superintendent or his designee shall have the sole responsibility for such a decision. The conducting of extra-curricular activities in the event of school cancellation shall be decided by the Superintendent of Schools.

On days when school has been cancelled because of inclement weather, but extra curricular activities are held, parents are urged to use their own judgment to decide about their child's participation in extra-curricular activities.

School cancellations will be announced on the following radio stations: WBZ, WLLH, WCCM, WEEI, WHDH; and on the following television stations: WBZ, WXNE-TV Boston 25, and WNDS-TV50 Derry, New Hampshire.

ENTRANCE REQUIREMENTS FOR STUDENTS

1. Children entering kindergarten must be five (5) years old on or before September first of the current school year.
2. Children entering first grade must be six (6) years of age on or before September first of the current school year or have successfully completed the kindergarten grade.
3. A physical examination by a physician before admission is required of all students.
4. A copy of the student's birth certificate is required before admission.



Digitized by the Internet Archive
in 2015

<https://archive.org/details/annualreportofsc1983ando>

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

1983-1984 School Year Calendar

September	6, 1983	Tuesday	Teachers' Preparation Day
September	7, 1983	Wednesday	Teachers' Preparation Day
September	12, 1983	Monday	Schools Open--Fall session begins
November	23, 1983	Wednesday	Thanksgiving Recess begins at noon
November	28, 1983	Monday	Schools reopen
December	23, 1983	Friday	Holiday recess begins at end of school day
January	3, 1984	Tuesday	Schools reopen
February	17, 1984	Friday	Winter vacation begins at end of school day
February	27, 1984	Monday	Schools reopen
April	13, 1984	Friday	Spring vacation begins at end of school day
April	23, 1984	Monday	Schools reopen
June	26, 1984	Tuesday	Students' vacation begins at noon
June	27, 1984	Wednesday	Teachers' last day of school

SCHOOL WILL NOT BE IN SESSION

October	10, 1983	Monday	Columbus Day
November	11, 1983	Friday	Veterans Day
January	16, 1984	Monday	Martin Luther King Observance
March	26, 1984	Monday	In-Service Day for Teachers
April	20, 1984	Friday	Good Friday
May	28, 1984	Monday	Memorial Day

FOLLOWING HOLIDAYS FALL WITHIN THE SCHOOL VACATION

February	20, 1984	Monday	Washington's Birthday
April	16, 1984	Monday	Patriots Day

FOLLOWING DAYS WILL BE EARLY RELEASE DAYS FOR STUDENTS
AND INSERVICE HALF DAYS FOR TEACHERS

October	5, 1983	Wednesday
December	6, 1983	Tuesday
January	26, 1984	Thursday
May	8, 1984	Tuesday

ANDOVER PUBLIC SCHOOLS
ENROLLMENT FOR OCTOBER 3, 1983

<u>School</u>	<u>E.C.</u>	<u>R</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>S.E.</u>	<u>Total</u>
Bancroft		18	88	74	89	72	106	87	87							17	638
Sanborn			46	68	58	59	58	70	74							22	455
South			59	60	59	59	58	76	52							14	437
West Ele.	12	18	100	105	116	111	116	112	127							11	828
West Ele Trad.								16	23								39
Doherty Jr.										231	223	179				19	652
West Jr.										203	260	217					680
High School													422	440	409		1271
TOTALS	12	36	293	307	322	301	338	361	363	434	483	396	422	440	409	83	5000

Elementary	2397
Secondary	<u>2603</u>
	5000

October 1, 1982	
Elementary	2390
Secondary	<u>2683</u>
	5073

REPORTS

OF

Donald W. Robb
Chairman

Andover School Committee

Dr. Kenneth R. Seifert

Superintendent of Schools

Dr. Richard F. McGrail

Assistant Superintendent--
Secondary

Lois Haslam

Assistant Superintendent--
Elementary

Francis L. Paul

School Business Administrator

ANDOVER SCHOOL COMMITTEE

Donald W. Robb
Chairman

The 1983-84 school year marked the completion of the major secondary school building program begun in 1979. With the formal opening of the Collins Center, Andover High School for the first time had its own auditorium. This building program also included a new Media Center at West Junior High School and the renovation and major addition to Doherty Junior High School.

The building program reflects the commitment of the Town to its educational system. In 1983-84, as in prior years, this commitment resulted in support not only for buildings, but for the wide variety of programs which characterize Andover's schools.

During the course of the school year, the School Committee spent large amounts of time in budget discussions. Yet there was time for the Committee members to focus attention on curriculum issues which are the whole purpose of the schools.

The Committee was pleased with first-year results of a new mathematics program, and very appreciative of the efforts of the staff to identify, and propose solutions to, the few problems associated with this major change in math instruction.

The resignation of Assistant Superintendent Dr. Charles L. Mitsakos was, in the Committee's view, a loss to the system. However, as further evidence of the emphasis, which the Committee places on the instructional program, two new assistant superintendent positions were created: one for elementary, and one for secondary.

The Committee also approved the Administration's proposal for an Early Childhood Center to house early childhood programs, all kindergarten classes, and the readiness program.

Mid-year saw the move of school department headquarters to the old East Junior High building. The extensively renovated quarters are shared with other departments of town government.

This move symbolized a much closer working relationship between school and town functions. This relationship is evidenced in the joint meetings, during budget development, of

the School Committee, the Board of Selectmen, and the Finance Committee.

It is further evident in the new program of joint maintenance begun this year, whereby all maintenance services to both town and school departments are provided by one central maintenance staff.

All in all, the 1983-84 school year produced good results, thanks to a highly trained, unusually competent and very dedicated staff who work tirelessly to serve the needs of Andover's children.

SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

The 1983-84 school year was a year of extremes. In some areas we had great success; in other areas we had a further reduction in the level of services for the students of the Andover School System.

The school year began with a dedication of the J. Everett Collins Center for the Performing Arts. This facility is one of the few in the country that operates on a public-private basis. When the school system isn't utilizing the facility, a community-based group manages the facility in a variety of cultural ways. At the end of the first year it has surpassed all of our expectations.

A few years ago when we closed the Doherty and Shawsheen Schools, we made the assumption that in the future we might use the buildings again. The Doherty School was converted to the Doherty Junior High School, and during this present year we converted the administrative offices housed at the Shawsheen School into an early childhood center. This is the biggest commitment the Andover School Committee has ever made to a growth and development model of public school education. We look forward to the implementation of such a facility this upcoming September.

During our budget deliberations this year, we reduced our level of administration and supervision. This occurred when we eliminated the academic program advisors. However, the School Committee did provide some administration by approving the two assistant superintendent positions, where previously there was one. It should be pointed out, however, that this was a reduction in our overall administrative and supervisory efforts.

When we reviewed the standardized achievement results for this year, our students continued to achieve at the upper 5% level when compared with our suburban peers.

During this same time we made a random sample of a thinking skills inventory amongst the elementary school students. Andover students excelled in recall and basic comprehension. There are deficiencies in the higher order of thinking skills such as estimation, problem solving, and assumption setting. In the very near future we plan to propose a program to the School Committee to address this particular problem.

There is considerable discussion about the 21st Century. Unfortunately, there is more discussion than action. Any child born in the town of Andover today, if he/she graduates from the Andover High School, will graduate in the year 2003. This means that the 21st Century is already upon the Andover Public Schools. I believe much more discussion regarding assumptions of the future should be conducted. I do not think it is satisfactory to continue to go the way we are going without taking a much closer look at our assumptions regarding the future and to adjust our offerings accordingly.

All in all, I feel the Andover staff and students should be commended for their overall efforts.

ASSISTANT SUPERINTENDENT
OF SECONDARY SCHOOLS

Dr. Richard F. McGrail

Having spent the last six months of the 1983-84 school year in a temporary central office position, it gave me a unique chance to assess the strengths and weaknesses of the secondary school program. What follows is my assessment based on an analysis of standardized tests administered in the spring plus personal observation.

Curriculum

Much has been accomplished in the last three years by both school administrators and program advisers to define the various curriculum areas and to specify objectives. In the past year, particularly, progress has been made in developing more interdisciplinary programs, breaking away to some degree, from the tightly departmentalized structure.

However, having said the above, it should be pointed out that curriculum development is an ongoing process. A good curriculum is in a constant state of evolution requiring research, time, and financial support. This is an area where I have real concern due to the elimination of program advisers in the academic areas. Our basic programs are solid, but this is an area where if one is not moving ahead, one is moving backward.

Two related programs that needed to be addressed were computer education and cable television. It is very gratifying to note that the school committee, on the recommendation of the superintendent, has funded system support personnel in both of these areas.

Student Achievement

There is ample evidence that the majority of our students are achieving significantly above national norms and above their counterparts in high socioeconomic communities throughout the nation on standardized achievement tests. Almost all grades averaged above the 90th percentile on all subtests administered.

While these results are certainly encouraging, no standardized test adequately measures such things as students' critical thinking skills or problem solving skills. It is the application of knowledge that needs to be addressed even more in the future than it has been in the past.

Student Behavior

The great majority of our secondary school students in Andover have bought into the social contract and do function in an acceptable manner in their day-to-day school activities. Student attendance rates are also much better than average with all three schools averaging well over 90% attendance.

However, having said the above, I think we have to better address the reality that we do have a significant number of students in Andover who for whatever reason, be it lack of motivation, unstable homes, or limited intelligence, have turned off school and require an inordinate amount of teacher and administrative attention. To make matters worse, this percentage seems to be increasing each year at a time when resources are becoming more scarce.

It seems to be generally agreed, in theory, that the schools can't be expected to solve all of society's ills. However, in practice, these young people are in the schools and do require attention. We very well may be reaching the point that to be fair to all, an alternative form of education must be instituted. It may well be that it is simply asking too much to expect the schools to adequately address all the issues they are being confronted within these times and still carry on a quality academic program for the majority of students.

Financial Support

Andover is fortunate in having a good tax base and the positive working relationship between the school and the town insures funding which makes it possible to have reasonable student-teacher ratios and adequate financial support for all basic programs. Certainly, the Andover schools do not face all of the problems encountered by some other communities since the imposition of proposition 2 1/2.

However, something like this is always relative. Having been in the Andover school system for fourteen years, I have seen a gradual but significant change which I feel negatively affects the education of our youth. I have seen user fees imposed on students who wish to compete in athletics or take instrumental lessons. I have seen educational field trips sorely reduced because of a lack of funds. I have seen opportunities for teachers and administrators to attend professional conferences greatly curtailed. Perhaps most importantly, I have seen little encouragement to try anything new if additional funds are involved. As mentioned earlier, this can be a disastrous situation if carried on over an extended period of time.

In summary, Andover's students generally made good progress using whatever objective data we have at our disposal. Teachers, principals, aides, and supervisors continued to extend themselves beyond what is expected. However, as has been pointed out, these are challenges to overcome, not the least of which is the budget restraints that have been a reality over the past four years.

ASSISTANT SUPERINTENDENT
OF ELEMENTARY SCHOOLS

Lois Haslam

With considerable regret expressed by the staff of the Andover School System and the community at large, the resignation of Dr. Charles L. Mitsakos was accepted in late December. Dr. Mitsakos assumed the superintendency of Winchester, Massachusetts following five and a half years of successful practice as Assistant Superintendent K-12.

Numerous highlights marked the elementary level during the first half of the academic year under the direction of Dr. Mitsakos. One highlight, phase one of the computer program, took place with the acquisition of additional hardware and the development of a computer literacy scope and sequence chart. Staff inservice direction focused on computers, offering many courses in programming and the use of software in each academic area. Quill, a writing program for elementary students, was piloted by four teachers through Network in its field study involving several selected Massachusetts elementary schools.

Several positions at the elementary level became available due to an unexpected increase in enrollment. Three full time teachers and one half time teacher were hired in November to reduce teacher pupil ratios at three of the four schools. Despite the fact that classroom groupings were disrupted and required reassignments for some students, the long-term reduction in class size proved highly beneficial to instruction during the remainder of the school year.

As the secondary and elementary acting superintendents assumed their positions, an intensive study of the reuse of the Shawsheen School was an immediate priority. New administrative offices were nearing completion off Bartlet Street; supporters of a K-6 school or an Early Childhood Center were preparing briefs advocating a Shawsheen

restoration for both plans.

The school committee was presented with rationales, the advantages and disadvantages of staffing configurations, renovations required, and materials costs of both plans at a well attended meeting at Sanborn School in January. Following careful deliberation, the committee approved plans to renovate the Shawsheen as an Early Childhood Center. With the appointment of Linnea Gershenberg as Early Childhood Director, construction, transportation, staffing, and instructional plans were coordinated with the goal of opening the Center in September.

A highly successful Newspapers in Education week was implemented at all four elementary schools as a result of initiative shown by two elementary teachers. Integrated curriculum activities, using the Lawrence Tribune as a data base, occurred in every school at every grade level. Scores of imaginative learning projects emerged as students utilized the newspaper as a text for applying objectives learned in math, science, social studies, and language arts classes.

In another example of making curriculum relevant, student representatives in the gifted and talented program won state wide events in the annual problem-solving competition held each year under the auspices of the Massachusetts Association for Advancement of Individual Potential, Inc and Honeywell, Inc.

The annual standardized achievement testing in grades three and six repeated the pattern observed during the last five years of students significantly exceeding national norms.

Mathematics in the elementary schools was dramatically changed as a result of replacing IMS, an individualized mathematics system with the Houghton Mifflin Mathematics Program. The latter utilizes textbooks and group taught instructional methods and incorporates current mathematics emphasis on estimation and problem solving. The decision for change was based upon two factors: budgetary

cutbacks resulting in a loss of aide hours assigned to assist in the individualized program and the unavailability of IMS replacement materials.

The new program was met with mixed reviews by parents, students, and staff as the effects of adjustments to new materials and changed format, different evaluation procedures and new objectives alignments were experienced. An intensive end-of-year assessment study was conducted using among its study tools, an instruction-referenced test developed through the collaborative efforts of the instructional specialists from each elementary school.

General conclusions indicate that the new program has been effective for the majority of students at each grade level, most particularly in the primary grades. Recommendations from the study targeted problem solving and estimation as instructional priorities and indicated a need for precise monitoring of specific student groups who had made slower progress through the assigned instructional units.

The academic year closed with a celebration of learning with week-long events entitled, "Schools - No Better Place to Learn Week." Elementary and secondary schools, under the direction of a steering committee composed of members from each school, participated in a variety of inter and intra school events in all curriculum areas to which the community at large was invited. Activities were far ranging and imaginative. Each school focused its events around learning and the collaborative efforts toward making Andover Schools a better place to learn by parents, staff and students themselves.

The close of the school year was also marked by the retirement of Sanborn School Principal Isabelle Dobbie, a positive and dynamic individual who joined the Andover staff in 1946. A testimony to her years of service was capped by naming the resource center at Sanborn School the Isabelle Dobbie Media Center and the annual townwide spelling bee the Isabelle Dobbie Spelling Bee.

SCHOOL BUSINESS ADMINISTRATOR

Francis L. Paul

The fiscal year 1984 budget of \$13,413,188 was closed out with an unexpended balance of \$220.

Following is an analysis of the operations and productivity of the Office of Business Services.

Finance/Accounting:

This includes payroll, accounts payable, and financial reporting. The accounts payable group audited more than 9000 invoices, resulting in the issue of 4473 checks for payment of materials received and contracted services rendered. This represents a 17.8% reduction in checks issued, accomplished by consolidating multiple invoices into single issue payments.

Payroll processed 20551 payroll checks accommodating weekly payrolls of 230 employees and bi-weekly payrolls of 640 employees. In addition to executing payrolls, this group audits weekly labor transmittals, substitutes, and day-to-day changes in W-4 forms, TSA's, salary track, sick leave, vacation leave, etc.

Financial reports were issued monthly to the School Committee and all administrators.

Purchasing and Contracting:

This group processed 3195 purchase orders, down 4% as compared to fiscal 1983. All orders are checked for available funds prior to processing in addition to providing a vendor, materials and value analysis. Eleven public bids were let. Purchases were also made against existing state contracts for such diverse items as physical education, media, science, plant and copy supplies.

Copy Center:

The copy center provides duplicating services for educational programs as well as administration, and hence, contributes significantly to a reduction in purchase costs. Over 6,000,000 copies were processed at an average cost of 1.65 cents/copy. The increase in productivity is reflective of the trend away from commercial printers to in-house capability for the town offices as well as the school department. Major projects of note for the Town were the Annual Report and the Town Budget Report.

Food Service:

The school lunch program operates as a self-sufficient entity, with no impact on the tax levy, relying solely on receipts from sales and state/federal reimbursements. In addition to catering dinners and banquets for various School/Town/Community functions, the Food Service Department fulfilled its designated mission as follows:

Student meals served	362,146
Student meal price	\$0.75 all schools
Elderly meals served	12,745
Elderly meal price	\$0.50
Number of employees	50
Gross revenues	\$585,626
Total expenditures	\$552,156
Increase in fund balance	\$33,470

During this past year, a snack bar service was introduced at the elementary schools. The Food Service group was also involved in a Summer Food Service program, serving meals at six sites - four in Lawrence and two in Andover.

Transportation:

Total transportation costs for fiscal year 1984 were \$515,423 compared to \$468,680 for fiscal year 1983. The 10%

increase is attributable to first year costs in the new 3 year contracts. Of the three contracts providing for regular transportation, two are variable price and one is a fixed price contract. The increase over the next two years should, therefore, be considerably less. 4000 regular day students (including St. Augustine's pupils) and 164 special needs students were transported. Of the total \$515,423 expended, \$111,818 was expended on behalf of special needs transportation. Our costs/child per year continue to be approximately 50% below the state average.

Computer Center:

The computer center is charged with the operation and maintenance of our data processing equipment, providing information services to administrative functions, including but not limited to, all financial reports, payroll, accounts payable, grade reporting, class scheduling, attendance, transportation, etc. During the past year the Digital VAX-750 system was purchased to replace the obsolete PDP-11/70 equipment. The hardware upgrade necessitated a change in applications software. After an evaluation of various systems, that offered by Systems 11, Inc. was approved by the School Committee. Student related applications were the first installed, followed by the financial package.

Plant Services:

During the year, new cleaning standards were implemented to up-grade the level of sanitation, cleanliness and safety to provide a school-house environment that is more conducive to learning. All equipment was evaluated and obsolete and/or broken units were repaired or replaced for a major upgrade to optimize labor input. Approximately 50 obsolete student desk/chair units were re-built and put back into use at the High School and West Junior High to reduce equipment expendi-

tures. The Supervisor of Custodians has also initiated a central warehousing system for supplies to minimize individual school inventories and to standardize the purchase of materials.

Much has been accomplished in fiscal year 1984, - and much is left to do. The mission of the Office of Business Services continues to be that which will provide for the effective and efficient management of financial and other supportive services.

ANDOVER PUBLIC SCHOOLS

Appropriation/Expenditure Analysis

Fiscal Year-1984

Acct.#	Description	Salaries	Expenses	Total
1100	School Committee	\$ -0-	\$ 9,077	\$ 9,077
1101	Legal Services	-0-	15,412	15,412
1200	Supt's. Office	71,565	7,200	78,765
1410	Asst. Supt's. Office	45,097	4,664	49,761
1420	Personnel Office	43,451	12,101	55,552
1430	Business Office	192,571	93,698	286,269
2100	Program Advisors	342,306	13,274	355,580
2200	Principal's Office	587,693	34,732	622,425
2300	Teaching	7,913,172	298,192	8,211,364
2400	Textbooks	-0-	64,168	64,168
2500	Library	-0-	55,638	55,638
2600	Audio-Visual	287,101	14,734	301,835
2700	Guidance	226,886	21,736	248,612
2800	Psychological Eval.	125,664	8,254	133,918
3200	Health Services	94,139	10,426	104,565
3300	Student Transportation	8,599	507,451	516,050
3510	Athletics	113,018	72,559	185,577
3520	Student Body Activities	28,084	4,362	32,446
4110	Custodial Services	564,005	51,818	615,823
4120	Oil Heat	-0-	173,992	173,992
4130	Utilities	-0-	557,360	557,360
5200	Fixed Charges	-0-	365,924	365,924
7300	Capital Outlay	-0-	54,850	54,850
9000	Programs Other Districts	-0-	317,995	317,995
TOTAL		\$10,643,351	\$2,769,617	\$13,412,968

REPORTS
OF
THE SCHOOL PRINCIPALS

Elementary

A. Eugene Frulla	Bancroft School
Isabelle Dobbie	Sanborn School
Joseph M. Normandy, Jr.	South School
John A. Coyle	West Elementary

Secondary

Mary A. Jennings	Andover High School
John B. Hughes	Doherty Junior High School
William E. Hart	West Junior High School

BANCROFT ELEMENTARY SCHOOL

A. Eugene Frulla
Principal

The Bancroft School continued to emphasize the student self-responsibility activities as described in the Bancroft Adopt-A-School Program. During the final quarter of the year, a committee composed of parents and teachers reviewed the document and prepared recommendations for the assistant superintendent and principal of the Bancroft School. The student council continued to function throughout the year.

Early in the 1984-85 academic year, interested faculty members should once again meet in ad hoc committees to clarify direction for the area of increased student responsibility.

Computer usage continues to increase at the Bancroft School with an emphasis placed on using the computer to increase student writing skills, math skills, as well as to programs utilizing Logo. Administrative programs to aid in the management of the AIRS program have been implemented along with a program designed to assist the school media specialist control circulation of books and materials. Several parents have been very instrumental in assisting the schools with providing computer instruction to nearly all students placed in grades 3 through 6.

The faculty of the Bancroft School completed a sequence of professional readings in the areas of critical thinking and mastery learning. While formal programs have not yet been defined, it is expected that the emphasis will continue in the coming academic year.

Parent volunteers and assistance is a Bancroft hallmark. Weekly, dozens of parents come into the school on pre-arranged schedules to provide assistance to the staff and demonstrate their personal interest in their children's educational program. The P.T.O. of the Bancroft sponsored numerous supplementary educational programs and direct support to each classroom.

The results of the annual achievement testing program indicated that at both grades 3 and 6, the only grades tested, the class mean of each area was at the 95th percentile, using both the national percentile rank and high socioeconomic surveys.

During the mid-year holiday period, Lois Haslam, the Bancroft Principal for the past several years, transferred to the position of acting assistant superintendent of schools. She was succeeded by A. Eugene Frulla who will assume the duties of Principal of Sanborn School on July 1, 1984. The transitions were carried out with little or no difficulty due to a well-defined management program. The assumption of the duties of the Bancroft School principal have not been clarified at the time of this writing. It is assumed that a team approach including both Mrs. Haslam and Mr. Frulla will insure a smooth transition for the incoming principal.

HENRY C. SANBORN SCHOOL

Isabelle Dobbie
Principal

Grade Allocations

Sanborn School is made up of classes from Kindergarten through Grade six and two classes for Perceptually Handicapped children.

The instructional program includes Language Arts, Mathematics, Social Studies, Science, Health, Library, Physical Education, Art, and Vocal and Instrumental Music.

Instructional groupings in Language Arts and Mathematics are determined by diagnostic testing, placement on AIRS and math diagnostic tests, teacher judgment, quality of academic work, and learning styles.

HIGHLIGHTS

New Programs

In September, two new programs were implemented. In mathematics the Houghton Mifflin Math Program was introduced. Teacher workshops and inservice days were spent with the consultant to develop the most effective teaching strategies for using this new program. In May, a test of skill mastery was given at each grade level to assess the Houghton Mifflin Math Program. The results of this testing showed that children had been properly placed in instructional groups and that mastery of skills at each grade level were achieved.

After a pilot program done last year, the final selections were made for new texts in Social Studies. The Allyn Bacon Social Studies Program was implemented in the first three grades; the Houghton Mifflin Social Studies Program was chosen for the fourth and fifth grades, and the sixth and seventh grade teachers have been working this year to develop a coordinated Social Studies program. Teachers at all grade levels were enthusiastic about the new programs and assessments made in January and May

indicate that children are benefiting from the new Social Studies Program.

The fifth grade students have programs at the Andover Historical Society which extends the local history program and provides hands-on activities geared to help students appreciate our local heritage.

Computer Programs

The addition of three Apple IIE computers to our Media Center increased the availability and amount of instructional time for children. Teachers and children are enthusiastic about the value of computers in education. The implementation of the MASTERY MANAGEMENT SYSTEM in the AIRS program is proving to be a valuable tool in providing immediate feedback to children as well as saving teaching time. Within the next year, we hope to see a similar program for mathematics.

One of the greatest achievements for Sanborn School was the achievement of Jeff D'Urso and Jeff Lang. They won first prize in the National Apple IIE contest.

Miss Clarissa Heyel, Sanborn School Media Specialist, gave unstintingly of her time to operate two computer clubs after school. In June, the Sanborn School PTO donated an Apple IIE computer and a VCR to the media center. With the addition of cable television facilities in the Andover School System, we are looking forward to recording special events as well as instructional activities at Sanborn School.

Special Activities

Sanborn School presented their annual musical, which this year was entitled "Weather Or Not", and it was an exciting evening for the Sanborn School Children to be able to perform on the stage of the Collins Fine Art Center.

The sixth grade presented a delightful musical, "HMS Pinafore", for parents and children.

"School - No Better Place To Learn Week" activities were challenging, exciting, varied, and certainly should be continued every year.

The members of the Student Senate of the Sanborn School borrowed money to open a Student Senate Store. The children, with support from some volunteer parents, ran a successful business operation. They repaid their debt, are leaving money for next year's Student Senate and are buying one hundred dollars of playground equipment for the children of Sanborn School. This extra curricula activity provided many learning experiences and taught economics and responsibility to these children.

Personal Comments

I have enjoyed working with the children, teachers, and parents of the Henry C. Sanborn School, and as I retire I realize I shall miss them. I am pleased that Mr. A. Eugene Frulla has been named as the new principal. I know that Mr. Frulla will receive wholehearted cooperation from all of the Sanborn School family.

I would like to personally thank Dr. Seifert, members of the Andover School Committee, and the Sanborn School PTO Board for renaming the library for me. I am delighted, appreciative, and truly honored by this dedication.

I would like to publicly extend my appreciation to the staff and faculty of the Sanborn School for their cooperation, dedication, and their belief that children are the greatest resource our country has.

My association with the elementary and secondary school principals and program advisers of Andover has been a delightful experience with all of us working together to meet the many challenges in the field of education these past years. I shall miss them, but I leave knowing the town of Andover is fortunate to have a group of dedicated administrators who plan, implement, and monitor instructional programs and operate one of the finest school systems in the country.

I would like to publicly thank Dr. Kenneth R. Seifert for having had the opportunity of working with such a dynamic, foresighted, and professional gentleman and scholar.

SOUTH ELEMENTARY SCHOOL

Joseph M. Normandy, Jr.
Principal

I hereby submit my fourth annual report as Principal of the South Elementary School.

Looking back over the almost quarter century of my annual reports, I find that a great deal of space has been provided for school populations, attendance, standardized test information, field trips, and similar activities that highlight a wide variety of experiences that describe what the school does; however, I find very little information on what the school is.

The South School is People and I would like to highlight the professional staff, those teachers and aides who use their talent and their skills to provide an atmosphere that maximizes the potential of the student and encourages parent participation in the educational process.

We have an excellent parent volunteer program. One that utilizes parents with computer skills, computational skills, creative talent, and teacher assistance skills.

We are very proud of our active and supportive P.T.O. During this past year they have supported a program that led to the purchase of a computer, dual disk drives, and a printer that will be used to monitor language arts progress and monitor that use of library materials by the pupils of the South School.

In addition, the P.T.O. provided funds so that the pupils could see and talk to David McCord, Lois Lowry, and Joan Drescher all part of our Authors and Illustrators' Program.

The fourth grades year-long theme of "Animals: Wild and Domestic, Real and Imaginary" became an even greater learning experience when field trips were taken to Macomber Farms, Mr. David Huston's sheep shearing demonstration, Dr. Richard Lindsey's talk on veterinary work, the trip to Gloucester to study plant and sea life in the tidal pools and salt marshes. These activities culminated a trip to Hammond Castle where the pupils learned about medieval life and the imaginary animals that were thought to exist at that time.

The trips to Lowell Historical Park grades three, five, and six took brought into focus the living history that exists in our geographical area.

The parents of the South School, through the P.T.O., personally supported all of the above activities and the P.T.O. financially supported a great deal of what we were able to accomplish.

In this report, I have written about the professional staff and the parents. I would like to now write about the pupils, the 440 reasons why there is a South School, a professional staff, and a P.T.O.

If it is the function of the professional staff to teach and the parents to nurture, then it is pupils who provide each group of adults with the necessity of existence.

Learning is not a passive process; it requires active pursuit of a rapidly expanding fund of knowledge, collection of facts, and social changes.

Standardized tests, based upon national norms and high socio-economic standards prove that the pupils of the South School are achieving at a rate that could be classified as superior.

This dramatically substantiated attention to basic skills has consistently been augmented by the introduction of activities that supplement the learning process.

During the 1983-84 school year, every pupil of every grade participated in an "On Stage" experience. I would like to list the grade and stage activity so that their work can be recognized.

Kindergarten.....Mother Goose Rhymes and Songs

Grade OneFebruary Highlights

Grade TwoMothers' Day Production

Grade ThreeTalent Show

Grade FourCarnival of the Animals

Grade FivePaul Revere, An American Revolutionary

Grade SixTalent Show

All of these live appearances derived their roots and drew heavily from language arts, social studies, music, art, and mathematics.

In addition to the stage appearances, the pupils in various grades had the opportunity to participate in the Handicapped Awareness Program complete with guest speakers; Chinese New Year with information supplied by two mother instructors; Science Scavenger Hunt and Andover History presented by Mrs. Ruth Sharpe and Mr. James Batchelder.

We also had a superb Kite Flying Festival, an activity in which older pupils assisted younger pupils in the construction of their own kites. The activity culminated in an all-school kite flying exhibition, dessert and punch were served by the room mothers.

At South School we recognize the importance of a friendly attitude toward one another and we try to demonstrate our respect for each individual.

To symbolize this belief more graphically, we organized the K and C Awards. Each Friday we would publicly recognize those children who had performed some type of kind and/or courteous act. We would award them a K and C pin, a certificate, took their picture and displayed the photo on the bulletin board located in the foyer of the school.

In summary, this report describes a school that is striving to achieve academic growth through a wide variety of learning experiences. For all the people who share the South School experience, an attempt is being made to provide leadership and a sincere belief that the South School is a vital, integral part of one of the finest school systems in the country.

WEST ELEMENTARY SCHOOL

John A. Coyle
Principal

This is my fourth annual report as principal of West Elementary School.

The 1983-84 school year saw a very slight decline in enrollment from 940 pupils down to 910. Pupil attendance for the year was over 95% for the third straight year. There were students that had perfect attendance and they were presented a certificate and a silver dollar from the P.T.O.

Computers became a bigger part of the educational process at West. Two sixth grade classes participated in the Quill Program which expanded student ability to use computers as educational tools. The central thrust of Quill was to improve student writing skills. All of the other grades were scheduled into the computer lab for 40 or more minutes per week. The Computer Club was organized and students with their parents were given three forty-five minute sessions on Tuesday and Thursday evenings. More than 400 students and parents participated in this program.

The sixth grade continued their program with Academy Manor. More than 70 students participated and visited the Manor for an hour and a half, four days a week. Parent volunteers provided the transportation. The entire class visited in June and entertained the senior citizens with songs from their production of Music Man. The Manor presented the class with a gift of a stereo-radio. It was a valuable learning experience for the students.

Grades three and four developed a series of activities around the Olympic theme. The fourth graders selected countries and taught the cultural aspects to the third graders who in turn became the countrymen as the Olympic events took place. It was an interesting sight to see the opening and closing ceremonies when all countrymen and athletes paraded. There were academic and sports events as part of the week-long program.

Stephen Spinelli won the Lillian Winn Award for good school citizenship and academic achievement. Many other students were cited as Students of the Week (selected by regular classroom

teachers) or as Students of the Month (selected by special subject teachers). Each of the students had lunch with the principal or assistant principal and received a certificate of merit.

Sam Malandrino, our fine custodian, retired at the end of the school year and was given a day in his honor by staff, students, and the P.T.O. Sam will be missed by all of us. He took great pride in "his" school and was frequently praised for having the cleanest school in town.

Academically, it was a highly successful year as the records of the grade three and six standardized tests indicate.

The West Elementary P.T.O. once again was an important part of the school. They provided many volunteers for school programs, recognition of staff performance, and funds for computer software and hardware. It is always a pleasure to work with such a fine organization.

Finally, I must congratulate the staff for their commitment to education for each individual student.

ANDOVER HIGH SCHOOL

MARY ATHEY JENNINGS, PRINCIPAL

In this, the Year of the Reports, I am pleased to submit this annual report for the high school, noting that Andover High staff carefully examined the recommendations coming from the many national reports in education. We found that our school excels in many of those areas where national improvements were recommended. Through an in-service day in the Winter where the staff reviewed the Carnegie Foundation report and viewed their film "High School" and through several interesting lectures delivered to us by Ted Sizer, coordinator of the NASSP High School Study, we examined directions we would like to go in the future. For the present, I would like to highlight the following programs at the high school that were initiated this year and which move us closer to the goals of excellence mentioned in all the Reports.

Opening of the J. Everett Collins Center for the Performing Arts

After the spectacular Grand Opening of the Collins Center featuring the Boston Pops, the high school conducted several grand openings of its own. We introduced the center and the standards for its use to all of the students during the first month of school. For the first time, we were able to highlight the many student talents in these opening ceremonies and in subsequent regular assemblies that we held in the Center throughout the year. Students enjoyed and respected the Center. At the end of the first year, there were no acts of student vandalism to the Center furnishings.

Academic Standard-Setting

A central goal for this year was to set and publish the academic standards for the school, for each department, and for each course within the departments. These standards were distributed to students and discussed in classrooms. They were also published in the local papers. Through this effort we hope to review yearly our expectations and make them accessible to students and parents alike. In this way, standards can be revised and strengthened.

Writing Curriculum in Sophomore English

Sophomore English teachers revised the curriculum to place more emphasis on student writing skills. To achieve this goal, all teachers were trained in the uses of word processing, and a new 12-unit word processing laboratory was installed next to

the English classrooms. Students were taught the skills of word processing so that they would apply them in the act of writing. With the ease of editing that a word processor allows, students examined their spelling and composition skills and learned how to rewrite assignments to show improvement. S.A.T. test scores for the school this year reflect this increased emphasis through the English Department in the area of writing. Scores improved from 442 in 1982 to 457 in 1983.

Interdisciplinary Course Offerings Expand

A new interdisciplinary course was developed and offered this year. This course, Odyssey, was a combined English, Social Studies, Fine Arts, and Foreign Language offering that took the students on an "odyssey" to four major cultures. At each stop along the way, students learned the history, social climate, literature, language, art, and music of that culture. The team of teachers and their Program Advisors took this course to the Northeast Regional Conference of Social Studies for a featured presentation, and now are being regarded as a pilot project for this type of interdisciplinary teaching through the East. Odyssey supplements our already developed interdisciplinary course, American Studies. Its success this year indicates we will do further work in the areas of interdisciplinary studies.

A.S.K. Team

A.S.K. teams were established in each of the schools to work with staff and students in the area of drugs and alcohol. The team at the high school met weekly to review referrals made to it. Their early intervention in some students' problems steered these young people in a positive direction. When illegal drug or alcohol activities occurred at school, these were, of course, handled through the usual discipline channels; however, the support of the A.S.K. teams after the young person had been held responsible for breaking school rules was invaluable. Faculty became more aware of the complexities of the drug and alcohol issues in the school and worked together with the A.S.K. team to improve the school attitude toward seeking help for problems related to these issues.

Saturday Morning Restitution

The Saturday Work Alternative Program (SWAP) began this year with special experimental-program funding consideration given to it by the Superintendent and the School Committee. The program was extremely successful. Students who were referred to the program by the assistant principals were required to come to the school from 8:00-12:00 a.m. on a Saturday morning and do constructive work around the school, i.e. picking up papers, cleaning blackboards, etc. It was found that once students were

placed in this program, it served as a deterrent to further rule infractions, and few students repeated a stay in SWAP. We hope to continue this next year and make our findings about the program available to other schools in the area.

Parents Association Expands

The Parents Association continued to take on more responsibilities and activities with the high school. The group organized monthly meetings which featured a panel of staff/community members who discussed topics particularly relevant to parents of high school-age students. The Association also began work on the establishment of an Educational Foundation, the resources of which would be applied to providing improved educational programming in the high school, and the other schools in the town, should they choose to get involved.

We ended the year with our usual Awards Ceremonies, Graduation, Senior Brunch, and Activity Day, and with Ninth Grade Orientation. This year, however, we added School--No Better Place to Learn Week to the end-of-the-year festivities. The most successful activity of the week was the academic quiz bowl which pitted scholars against scholars in the search for quick answers to difficult questions. This activity was so popular with the staff and students that we hope to incorporate it into the regular school program next year. It certainly was an appropriate finale to a year that stressed a review of our well-established academic excellence and challenged us to reach new levels of excellence.

DOHERTY JUNIOR HIGH SCHOOL

John B. Hughes
Acting Principal

Doherty Junior High began its second year in the new facility with full use of all areas including the gymnasium and the playing fields. At mid-year, a change in administration occurred. However, with the cooperation of the faculty and students, the transition was smooth, and all school programs continued to function as expected.

There were several high points in the academic areas of the school. Doherty students again placed at or near the top in math and foreign language competition exams at the regional and state levels. Project Business, a cooperative venture between school and the business community, enlivened the ninth grade social studies program. Emily Lou Danforth was named Massachusetts Home Economics Teacher of the Year, a great personal honor, but one which made us all proud.

Doherty's students took part in a variety of athletic events. Many students participated in the intramural program. The spirit and determination instilled by the coaches resulted in numerous victories both in indoor and outdoor sports throughout the year.

In fine arts, many students took advantage of the opportunity to play and sing in the various performing groups as evidenced by the numbers who took part in the Fine Arts Festival. Cabaret, a student variety show, was held on three sell-out nights and enjoyed by participants and audience alike.

The Student Government was very active not only within the school, but more importantly, engaged in numerous community services projects throughout the year.

The Doherty Chess Team in its second year of competition, won the State Junior High Championship and went on to Tucson, Arizona, to place tenth in the nation in that category.

The Parent Advisory Council contributed significantly to the school this year. Their participation in volunteer work in the school as aides and tutors, and their contributions to the spring open house were notable. In addition, their generous donations to the Yearbook and Chess Team were instrumental in the success of both projects.

Two Doherty Scholar Nights were held in the spring to honor academic achievement. The large numbers of students who were recognized attests to the fact that Doherty students are among the best and brightest anywhere.

In conclusion, I would like to thank the staff, students, and parents for the cooperation and support they have given during the year. My brief tenure as principal was made easier because of them.

ANDOVER WEST JUNIOR HIGH SCHOOL

William E. Hart
Principal

I hereby submit the twenty-third annual report as principal of Andover West Junior High School. Our theme for the 1983-1984 school year was "Quality Assurance." A major objective of the year was developing a Quality Assurance Program. We concentrated on Language Arts and Mathematics, and organized our curriculum materials (fundamental processes), enrichment, remedial, and reinforcement strategies. We have screened the best computer software available and acquired those materials which are compatible with our curriculum, as well as "student motivational." This process will continue and expand into science and social studies. A monitoring system will be in place next year to test our assumptions and make adjustments. The Quality Assurance Program should better serve the wide range of achievements within each classroom.

One of the highlights of the year was doubling the size of the computer laboratory and hardware available to staff and students. The additional hardware was portable and could easily be moved to various locations throughout the building.

All seventh graders had required courses in keyboarding and computer literacy. Ninth grade students had elective courses in programming in Basic.

A joint committee of junior high school members developed a coordinated computer curriculum requiring computer literacy in grade 7; word processing in grade 8, and elective programming in Basic in grade 9.

Based on the success of our evening computer course conducted this past year, we expanded the concept into an Explorer Institute. The Institute provides Andover West Junior High School students the opportunity to explore careers and leisure time interests while working in conjunction with motivated adult volunteers. It achieves its purpose through a planned program of action that brings young adults voluntarily into association with adults.

Explorer units were held in law, science, flying, woodworking, communications, medicine, and computers (intermediate, advanced and accelerated).

We reinforced our child support team with administrators, counselors and special staff meeting each week to assess students "at risk" and develop educational plans appropriate to needs. I feel we made progress but our resources seem constantly strained to service all those students in need.

Our Parent Advisory Council continued to be a dynamic force in support of our programs and providing constructive suggestions to improve quality. Standing Committees in Staff/Parent Recognition, Staffing Needs, Guidance Services, Parent-Student Communications and Explorer Institute have enhanced our overall program. Through a joint committee of parents and students, a Staff Recognition Day was held which highlighted the positive contributions of the school staff. Two state senators, a state representative and the Superintendent of Schools honored the staff with citations from the Governor, House of Representatives and State Senate. The students hosted a breakfast, planted a tree, while the parents hosted a dessert and coffee reception.

Our fall open house held early in October allowed us to present a review of our entire junior high program of studies to a capacity audience. Parents were then scheduled to attend each of his/her child's classes, meet each teacher and be briefed on course expectations, policies, practices and communications.

Five coffees were held for 7th and 8th grade parents which were very well attended. Parents met the staff and faculty in an informal setting allowing for an exchange of ideas and concerns as well as enhancing communications between school and community.

A Substitute Workshop was conducted for secondary schools in early October for over thirty interested teachers. The Program Advisers and head teachers orientated them to the specific curriculum and practices of the school. All were provided a packet of materials outlining policies, procedures, and school standards.

Several students brought credit to the community by winning top awards in the National History Day Contest, The Globe Art Awards, National Art Competition, and the State Industrial Arts Fair. Seven of our former students were named National Merit Scholars.

We have broadened the base of our communications skills via Theatre Arts, T.V. Production, and Drama Workshop activities to prepare large numbers of students to take advantage of the new Collins Center for the Performing Arts at Andover High School.

Our students continue to excel in all twelve areas tested by SCAT/STEP, achieving in the top 5% nationally on all tests, and the top 5% on all tests compared with high socioeconomic systems with the exception of writing, which is the top 10%.

We held a number of assemblies recognizing the holidays and special occasions. Many opportunities to display talents in the communications skills as well as choral and instrumental music were accorded the students. An assembly was conducted in the courtyard to honor veterans who died in Vietnam, Lebanon and Grenada. A flowering tree was planted in their honor by the class officers of each grade to enhance the beauty of the Sweeny Courtyard.

Our spring open house theme was "Yesterday-Today-Tomorrow." Beginning with a smorgasbord held in the Sweeny Courtyard and followed by activities, displays, contests, debates, exhibits, competitions, etc. This was one of our most successful open houses. Over two thousand people attended including 6th grade students and their parents as special guests. The musical portion included a Chamber Concert and Musical Club presentation.

Three Scholar Receptions were held in the DeCesare Media Center to honor outstanding scholarship by students in grades 7, 8, and 9. The Superintendent of Schools presented each honoree with a special citation. Talented students from each grade participated in choral and instrumental presentations.

The final assembly was a beautiful ending to a most successful year. A large number of students were recognized for scholarship,

talent, and special contributions. The largest number of students in the history of the school were installed in the TRIPLE A SOCIETY (Academic Achievement Award).

In Language Arts a coordinated sequential curriculum including literature, vocabulary, grammar, writing and research skills for grades 7, 8, 9, was in place at the start of the school year. Only two students failed to meet the standards set in the Minimum Competency in Writing Test administered in March. Each of these students received support through our special education services.

All members of the foreign language department participated in a ten week course which instructed them in the basics of the Apple II computer, and trained them in the basics of quiz making. Each teacher selected a text and level of French or Spanish and created a quiz packet to accompany his selected text. The packets are on file and available for general department use.

The Commonwealth Grant applied for and granted in December, 1983, enabled us to field test the "Facing History and Ourselves" program in the last term for our 9th grade students. The Brookline consultants for the program aided us with workshops, on-site visits, and supplied us with media supplements. Teachers have found it to be of great interest to the students and their progress in critical thinking, decision making, and attitudinal changes are being documented by the teachers for the system.

In science, grade 9 teachers formulated a new 9th grade program using the laboratory manual "Action Chemistry." This new program was written by teachers from Doherty and West during a series of inservice days. Further inservice days were requested to write quarterly tests and to do a step-by-step evaluation of the program.

In mathematics we have made considerable progress in assisting students in need of remedial help, but we still need a regularly scheduled remedial math class. Students who failed the mathematics competency test in grade 6 were identified and individually scheduled for computer assisted instruction. Software was individually assigned to address individual weaknesses. We still need greater opportunities for math teachers to receive guidance in software evaluation, selection and use; and instruction in computer use.

Computers have become a significant part of the math curriculum and, therefore, we need a computer/facilitator/advocate in the building and courses in developmental computer programs and software review.

In Fine Arts, concentrated scheduling--seeing the students four times a cycle--was an advantage. It increased communications, assignments were completed on time, and test scores were high.

Finally, I am indebted to Dr. Seifert, Dr. Mitsakos, Dr. McGrail, and the support of a dedicated staff for their understanding and encouragement.

REPORTS OF
PROGRAM ADVISORS

Fine Arts	Diana Kolben
Health Education	Brenda O'Brien
Language Arts	Kathleen M. Scanlon
Mathematics	James A. Murphy
Media Centers	Annetta R. Freedman
Physical Education and Athletics	Richard J. Bourdelais
Pupil Personnel and Health Services	Pamela Kvilekval
Reading Department	Dorothy Sipse

FINE ARTS DEPARTMENT

Diana Kolben
Program Advisor

The beginning of the fifth year of the Fine Arts department was momentous. The department worked through the summer to prepare for the dedication of one of New England's finest centers for the performing arts. High School and elementary musicians went with their respective conductors to band and choral camps in order to learn the music necessary to make this dedication flawless--and it was.

The department hosted the Northeast Junior High District Choral Festival. Four hundred talented junior high musicians from fifty-eight communities gathered to rehearse and perform. Forty-two of these junior high musicians were from Andover.

A new, successful, very popular show-choir was formed this year by the high school conductor Mr. Keith Gould. Eleven high school vocalists auditioned and were chosen for the senior district music festival this year. Seven of the eleven were chosen for all-state. Four of these chosen had the highest scores in the state and all four were chosen to sing in the Tanglewood Chorus this summer.

We had a good showing in the Boston Scholastic Globe Exhibit this year on the junior as well as senior high school level. One senior high school student had her entire portfolio accepted--won a gold key and went on to the national exhibit in New York.

Art exhibits from every school continue to float through the community and are exchanged in the schools. Four high school pieces were donated to the Lahey Clinic in Burlington. Through the Andover Arts Council we are able to begin to start work on an exhibit area in the lobby of the Performing Arts Center.

Art and music pre- and post basic skills tests were expanded this year in every grade level 1-8.

The art and music report cards grades 1-6 met with much parental approval and consequently will become a permanent part of the fine arts curriculum. Report cards will be designed on sensitized paper and will be distributed twice a year.

The annual fine arts festival took a new form in a three-evening fine arts concert and art exhibit. On the first evening the East side of town was represented: Bancroft, South, and Doherty Junior High Schools. On the second evening, the High School and All-Town groups were represented, and on the third evening, West Junior, West Elementary, and Sanborn performed.

The festival was a great success and gave elementary students a chance to sing and play with their junior high counterparts. Sixth grade students were able to meet and work with their future music teacher.

Next year the festival will be a week-long event during the second week in March. Fine Arts festivities will occur in every school.

HEALTH EDUCATION

Brenda O'Brien
Resource Teacher

Public commitment to improved family health practices, enhanced personal health and responsive public health programming has never been as strong as it is today. Andover's comprehensive health education program prepares students to address a wide range of consumer health issues to meet the goal of an informed public. Students acquire the knowledge, skills and attitudes that promote healthful behaviors through a well-defined continuum of systematic learning experiences for grades K-12. Each grade level helps students to value and take greater responsibility for their own health by imparting an understanding of the human body and its potential for growth. In addition, the developing mental and social health of the individual is examined and clarified as appropriate.

The elementary program develops information pertaining to specific body systems and topics related to health maintenance/decision making. The secondary program is designed to examine major health-related issues and developmental needs faced by young adults in their lifetime. The curriculum integrates all previous health information into an effective framework of knowledge regarding health-related behavior. Emphasis is placed upon student group analysis.

In addition to the core curriculum, developmental and renewed funding grants have allowed the maintenance and growth of several unique programs. Contributions from the Andover Education Improvement Association, Smith Purdon Foundation, Andona Society and a matching grant from the Department of Social Services has enabled the implementation of a student assistance network. Presently each school, and the community-at-large, has established an A.S.K. (Assessment, Support and Knowledge) Team providing prevention, intervention, and referral services. A full-time coordinator/counselor heads the program. Following support group facilitator training by the Johnson Institute of Minnesota,

fourteen support groups were additionally initiated for students, staff and parents based on identified needs. COAP (Children of Alcoholic Parents), SADD (Students Against Driving Drunk), Parenting and Stress Management groups were among those established.

The Community ASK team published a comprehensive resource directory of support service providers, drug information, school policies and related public laws. The booklet is currently available at Town Hall, Memorial Hall Library, the Department of Community Service and each public school office. In addition, a monthly ASK news column appeared in the Andover Townsman providing topical information regarding substance abuse issues and calendars of community/school related programs.

Continuum program goals for 1984-85 are:

- . to expand the network of support groups within the schools and community
- . to establish an employee assistance policy and program of support services
- . to revise and update curricular materials such as chemical use, decision making and self esteem. (PROJECT CHARLIE, an elementary prevention education curriculum, will be adopted for grades K-6).
- . to establish a network of "Safe Houses" for teens in crisis in conjunction with the Office for Children.

Renewed funding of the Disability Awareness Program for grade four allowed expansion of the curriculum to incorporate units on learning disabilities in addition to blindness, deafness, physical limitations, and mental retardation. The Junior League's "Kids On The Block" series was provided for all grade two classes systemwide. Mini introductory units were successfully implemented in grade one at both West Elementary and South School.

As a result of the resource teacher's participation on the American Cancer Society Community Education Committee, B.S.E. and T.S.E. self-screening instruction programs were provided for all health classes in grades eleven and twelve. Support staff from the American Cancer Society and the Department of Public Health will enable annual implementation for students and staff.

At the junior high school level scheduling was revised for the ninth grade CPR/Multimedia First Aid Program. Minimum time allotments and enrollment maximum were established to provide sufficient curriculum coverage. The dilemma of CPR/First Aid instruction staffing remains at the high school. Additional staff/class sections are needed to support the graduation requirement for students not scheduled into the program during the ninth grade who failed to successfully complete the program, or who are new transfers to the system.

In summary, 1983-84 has been a year of positive growth for the department of health education. Program goals have been accomplished as targeted and have established the continuum objectives for 1984-85 to follow.

LANGUAGE ARTS

Kathleen M. Scanlon
Program Advisor

Curriculum efforts during the past year have focused upon the implementation of the coordinated, sequential language arts curriculum developed for grades 7-12 over the past three years. In addition to specific literature, grammar and writing skills identified for grades 7-10, a sequential vocabulary program focusing on prefixes, suffixes and roots has been implemented. Through the combined efforts of both English and Social Studies program advisers and teachers, common expectations for students of each grade level in the area of research skills have been identified. A current publication defining correct manuscript format has been purchased and used in both junior high schools this past year. Use of the same booklet for high school students is a goal for next year.

Major changes in the sophomore program implemented this past year include increased emphasis on writing skills and introduction of students to word processing skills via the Bank St. Writer. A high degree of success was achieved in emphasizing writing skills; a reasonable degree of success was achieved in introducing the Bank St. Writer. A few teachers, especially those teaching the interdisciplinary American Studies Program, were not successful in integrating the Bank St. Writer into their curriculum.

The American Studies interdisciplinary program continued to be a strong and challenging curriculum experience this past year with enrollment for this curriculum option demanding three sections for the coming year. The new World Studies interdisciplinary course, entitled Odyssey, was most successful in its first year of implementation. Student, teacher and parent response to this course have been very positive.

Two new interdisciplinary offerings entitled Video Focus and Print Journalism will be added to the high school elective program in the fall of 1984. Video Focus will offer students

experience related to cable television; Print Journalism will provide students the opportunity to participate in the production of school publications.

Curriculum monies have been allotted for work on the new interdisciplinary courses, for research in the area of critical thinking skills, and for coordination efforts in the junior high programs for the gifted and talented.

One final new direction pursued this past year was renewed emphasis on speaking skills. In addition to continued classroom emphasis on oral communication, public speaking contests were held in the spring for students of both junior high schools. It is hoped that our success in this venture will serve as a model for future contests in public speaking for our students.

MATHEMATICS

James A. Murphy
Program Advisor

CONTINUUM

The mathematics program of the Andover Schools covers concepts from pre-school mathematics through Advanced Placement Calculus and also includes extensive additional development in the areas of statistics, computer literacy and computer programming. The elementary program is controlled by the newly adopted Houghton Mifflin Mathematics Program which is basically a textbook program but strongly augmented with numerous drill/practice sheets as well as enrichment materials. The secondary program consists mostly of Holt materials and Houghton-Mifflin materials that have been carefully selected for both pre-college preparatory and college preparatory purposes. Computer programs are controlled largely by LOGO language in the elementary schools and by BASIC language in the secondary schools.

Throughout the program in grades one through twelve, considerable emphasis is placed on working with students through a tri-level approach of addressing the needs of the average learner, the above-average learner and the below-average learner. This group sometimes takes the form of working with independent learners who need little direct supervision as opposed to other learners who perform better with more supervision and direction in varying degrees.

The Report

The following items refer to the "Highs" and "Lows" of the program for the 83-84 school year. This portion of the report is then followed by some recommendations for the 84-85 school year.

Highs

1. This was the first year of the newly-adopted Houghton Mifflin Mathematics Program in grades 1 through 6 in all elementary schools. The program was closely monitored by the Program Advisor, Principals, and Instructional Specialists. Monitoring was accomplished through a periodic reporting system that recorded student progress and analyzed it by schools, grade levels, and grouping styles. Reports were conducted quarterly.

2. Computer courseware, specifically designed to accompany the new elementary mathematics program for grade levels 4, 5, and 6, was purchased on a pilot basis and used in the Bancroft and West Elementary schools. Purchase of additional courseware through a Program Development Proposal will make the same courseware available at South and Sanborn at the start of the new school year.

3. The Shaw-Heihle Test of Basic Computational skills was administered in early March to all students at the sixth grade level. As a result of that test, 73% of the students tested were either at or above grade level. The mean grade equivalency was seventh grade, third month (7.3). This grade equivalency was the same as the prior year. This result is quite significant inasmuch as this was the first year in the Houghton-Mifflin Mathematics Program wherein there are sharp differences between it and the former IMS Program.

4. Staff members are to be complimented for their efforts in making this first year of the program as successful as it was.

Many have worked quite industriously toward this end.

5. In late May all students in grades 1 - 6 were tested with an objective referenced test that covered all learning objectives for the particular grade levels. The test was compiled by the instructional specialists of the four schools served. Each objective had two questions, and student mastery of the objectives was achieved by getting either one or both questions correct. The results are indicated in the attached data table. It is particularly significant that achievement lessened as the grade levels progressed from 1 through 6. The same phenomenon was revealed in all schools at particular grade levels. Results can be determined by a review of the table attached at the end of this section.

6. All seventh and eighth grade math teachers have been informed about the new elementary math program. They have had ample opportunity to review the program with special attention to the texts for levels 6, 7, and 8. Monies were provided in the 84-85 budget to replace the seventh grade basal tests.

7. Computers have occupied an extensive amount of school time and teacher direction. This was the second year of computer utilization in all grades below grade ten. Many teachers have trained themselves in this new technology. LOGO continues to be the elementary programming language while BASIC continues as the major secondary programming language.

8. Students have been exposed to a wide variety of computer experiences throughout the year. There is ample evidence that students in the elementary grades have had good computer exposure. In both junior high schools students are given full exposure to computer literacy and the fundamentals of programming. Formal courses in

BASIC Programming are available on an elective basis in grade nine. At the high school sixteen sections of students have been processed in the math computer room. All computer teachers have taken time to introduce their students to Apple microprocessors as well as main work on the Digital equipment.

9. School computer activities have attracted considerable public attention. Many parents serve as volunteers to assist in student training on the Apple microprocessors. These volunteers offer their services during both the day and evening. Computer fairs and shows have proven to be excellent sources of good public relations. Reports from all schools indicate a very high level of parental interest in all computer activity.

10. Monies provided through a Program Development Proposal will provide for the purchase of Plato courseware for Algebra I courses at the junior high level. This is a nine disk program developed by Control Data that treats all topics in Algebra I. This should provide an excellent opportunity for eighth and ninth grade students to use computers to reinforce their Algebraic skills as well as applying the seventh grade computer skills.

11. Three computer teachers at the high school will be acquiring training in PASCAL this summer. This should provide us with the staff to teach PASCAL as a second computer language in the near future.

12. The generous contribution by Mr. James Wilen of Atlantic Micro-Systems of a \$15,000-\$20,000 micro computer system is much

appreciated. This system is not an outright gift but a long-term loan. This contact was acquired through Project Discovery and my meetings with members of the Computer Advisory Council. The purpose of the loan is to enable us to have a computer operating system that will handle a pure version of PASCAL. PASCAL will be our second computer language at the High School. Three teachers are taking courses in PASCAL this summer and are using this equipment to further enhance their computer capability.

RESULTS OF ELEMENTARY MATHEMATICS TEST

June 1984

Grade	No. Objectives	Bancroft		Sanborn		South		West		System		
1	45	No. Students	Average No. Correct	No. Students	Average No. Correct	No. Students	Average No. Correct	No. Students	Average No. Correct	No. Students	Average No. Correct	% of Objectives Correct
2	54	76	42.77	66	40.90	61	41.95	109	42.15	312	42.0	93
3	55	86	50.72	63	51.69	58	48.13	116	49.98	323	50.18	93
4	57	70	45.42	57	45.63	59	44.41	118	44.82	304	45.03	82
5	57	105	42.71	63	42.24	59	44.59	119	43.06	346	43.07	76
6	58	89	39.69	73	40.72	75	43.48	134	38.14	371	40.1	70
		87	37.63	75	42.82	58	42.39	154	36.49	374	38.94	67

Lows

1. School Committee reaction and newspaper articles created a poor image of the new elementary mathematics program within the community. This was unfortunate especially in the first few months of the program. Teacher awareness of this negative impression had a damaging impact on the attitudes of many teachers at a time when they were trying to convert from an individualized program to a program that was essentially textbook-based. Such hearings and discussions with the School Committee should have been conducted in executive session.

2. Many errors have been found in the textbooks and associated materials. These errors were not noted in the work of the text selection committee last spring. All books have some errors but the number of errors in the six levels of the program were quite inordinate. These very errors caused considerable consternation among many teachers. It should be noted here that the publisher has recalled level 7 of the program for this reason as well as for basic improvements in the text.

3. Many teachers did not complete the program during this first year. Completing the program was determined by completing at least the first ten units at any grade level. The table below shows the number of sections not completing the program:

Grouping Structure

<u>Grade</u>	<u>High</u>	<u>High-Mid</u>	<u>Middle</u>	<u>Mid-Low</u>	<u>Low</u>
1			1		3
2					1
3					2
4				2	3
5			2	1	4
6			1		2

Those students who did not complete the program (as defined) at the particular grade level will continue with the same level text next year before beginning with the next consecutive level of the program.

4. The cancellation of Phase II of the computer development project has caused a postponement in the expansion of the mathematics department computer facilities.. It was hoped that additional equipment would expand the number of terminals in this facility. The mathematics department computer lab has only eight terminals available on a very old computer system. This facility is used eight periods every day with an average of 20-24 students per class. The new equipment would provide more terminals for student use, and the improved processor would provide the ability to teach more than one computer language. PASCAL, the intended second computer language, requires more computer storage space than our present system offers.

5. Large class sizes, particularly at the high school, have caused serious problems with the re-leveling of students during the course of the school year. Many students have had to drop their mathematics course or remain in a course where the level of instruction is too demanding for them simply because there was no space left in other lower level sections.

Recommendations

1. Provisions should be made for meetings in executive session with the school committee when serious curriculum problems exist. Such meetings could then be followed by public meetings the same evening. This would avoid negative newspaper reports and serious public relations problems with the community.

2. A detailed report on errors should be reported to the publisher of the new Houghton-Mifflin Mathematics program. Such a report could be compiled by a selected teacher at each grade level as the teacher moves through the program from September through June. Such a responsibility could be designed within the framework of a job target for the year. In June a composite report could then be generated.

3. Those teachers who did not complete at least ten units in the elementary mathematics program should be closely monitored. These teachers should submit carefully-considered completion date contracts so that the students can move into the next level of the program as rapidly as possible. Care should be taken within each school to synchronize these contracts so that the supply of textbooks will not be adversely affected and unnecessary textbook

purchases made.

4. Steps should be taken to increase the number of terminals in the High School mathematics computer room. This will allow teachers to move students through the curriculum at a faster pace and thereby extend the courses to additional concepts. The central processor in the same lab must be increased in power. The present unit, a Digital DPD-8, is more than twenty years old. It does not have sufficient memory and work space to enable us to teach PASCAL as a second computer language. Both of these items have the endorsement of the computer advisory committee and were included in the Phase II Plan of Computers in the Andover School System. Microcomputers were not recommended as a solution to the problem for many reasons.
5. In scheduling classes, particularly at the high school, provision should be made for class sizes in level-two courses to be initially run with far fewer than the required enrollment per section. It is a matter of proven past performance that these sections fill up quite quickly during the year as students encounter difficulty in courses too difficult for them to handle. There should also be provision made to run one non-college preparatory mathematics class in each of grades 10, 11, and 12. These should be a regular part of the schedule so that students with basic skills problems can be properly programmed. These sections should be allowed even if there are only five or six students concerned.

MEDIA CENTERS

ANNETTA R. FREEDMAN, PROGRAM ADVISOR

The school library media programs have been a vital part of instruction and curriculum and have made a significant impact on the teaching and learning of children and youth today.

The media centers are vital components in the Andover Public Schools total program of quality education for all students. One of our goals has been to promote the personal and social development of the future leaders, our youth.

In our second year of occupying new facilities at the Doherty and West Junior High Schools and at Andover High School, the usage of resources has increased tremendously.

At all levels, learning activities and opportunities have been provided that enable students to assume an increasing amount of responsibility for planning, undertaking, and assessing their own learning. The media librarians recognize that skill in the location, utilization, and application of information is essential to functioning successfully in the modern world, and this recognition is reflected in the widespread use of the media facilities and programs in our schools.

The media centers have played a great role in the computer programs in the schools. All software has been catalogued and distributed through the media centers; a complete listing of systemwide materials has been made available for faculty and students. The media librarians have been among the key persons in the computer program. At Andover High School, students may use programs to help prepare for the SAT exams. Word processing programs are available at all levels. To match programs with curricular needs has been one of our objectives.

With Phase I of our Computer Acquisition Program, additional computers have been added to each school and more students have been able to use them.

The South and Sanborn Schools PTO's very generously donated to their schools a microcomputer complete with printer. The Bancroft and West Elementary PTO's purchased additional software for their schools. This has been greatly appreciated by the students and faculty.

In accordance with Isabelle Dobbie's wish upon her retirement, that materials be given to the Sanborn Media Center, the PTO presented a set of World Book Encyclopedia, a science encyclopedia, and a collection of fifty books.

The general Media Services moved in February to our new facilities in the new Administration Building. Here, the Professional Library was reorganized and made more readily available to all of the system's faculty and administration.

In May and June, plans were put in motion for establishing a media center in the Early Childhood Center at Shawsheen. It will be exciting to see this activity in action in September.

The educational access television studio was completed in May by Rollins Cablevision. We are looking forward to a most cooperative relationship in producing programs for the Andover schools. A group of teachers have had a 20-hour training class and produced the program Andover Schools - No Better Place to Learn which will be aired on cable television this summer. Two training Programs are scheduled for July and August.

Under the Education Consolidation and Improvement Act of 1981 Chapter 2, a project was written and approved by the State Department of Education for the purchase of equipment for the media centers. Allocations for Pike

and St. Augustine schools were included in this grant. Their materials were processed and placed on permanent loan in those schools (a legal requirement).

The use and circulation of materials (print and non-print) and of equipment (audio-visual and computer) have continued to increase in the media centers throughout the system.

Annual Report
Physical Education & Athletics

Richard J. Bourdelais
Acting Program Advisor

As goals were established for the physical education program for the 1983-84 school year, emphasis was directed at the continued implementation of a Quality Assurance Program at all grade levels. Establishing and redefining consistent program goals and concepts was the topic of most staff meetings and workshop days. Consistency in the continuity of the program at all levels was addressed and evaluation of this facet of the program was ongoing throughout the year.

Concepts and objectives are into grade level divisions of K-3, 4-6, 7-9 and 10 through 12.

The K-3 curriculum includes activities that incorporate concepts of movement education, spatial awareness and basic motor skills. Activities in grades 4-6 further develop basic motor skills as well as introduce some more difficult and finite motor movements and skills.

The junior high curriculum introduces a basic understanding of cardiovascular fitness, the development of refined skills, and beginning instruction in life long skills.

The high school program emphasizes the understanding and development of life long fitness concepts and skills. Students at this level elected the type of environment they desired to participate in. Courses at the high school are categorized into competitive and non-competitive levels.

The adaptive program continues to be an integral part of the total program. Instruction is focused on special needs students and students in substantially separate classrooms. The adaptive staff spent many hours writing and incorporating curriculum designated to meet the demands of student educational plans. Students in this program enjoyed many planned activities throughout the year. The adaptive staff is appreciated and commended for their sincere involvement with their students and the many voluntary hours spent

weekends and evenings attending activities with their students and families.

The swim program for special needs students was again successful and worthwhile. Levels of instruction are varied and diversified. Students are bused to the pool at the Boys Club in Lawrence to receive instruction provided by the director of this program and her staff. The final class of the year provided parents an opportunity to attend and view their child's progress and the distribution of awards for achieved progress.

Students were administered physical fitness tests at all grade levels. Andover's youth continues to score at the 70th. percentile basically with many students scoring in the 90th. percentile.

All physical education classes and courses are offered on a coeducational basis and participation is in a coeducational environment.

This year most of the staff members participated in an Exercise Physiology course offered through the Punchard Institute. The course instructed by Carl Christianson of Northeastern University provided refreshing and stimulating discussion of ideas by the staff.

Selection of a "Student of the Term" was reinstated at the junior and senior high schools. Based on meeting an established criteria a boy and girl from each grade level was selected for this recognition at the end of each semester.

Many demonstrations and activities were planned and organized by staff and students this year. The "Schools - No Better Place to Learn Week" provided opportunity for many successful activities at the end of the year. Interdisciplinary activities were well planned as were programs for specific activities. The track meet at the elementary level was reinstated and held at Lovely Field.

The 1983-84 school year was a productive year for the Physical Education program. The staff is complimented on their efforts and successes in program development and direction.

PUPIL PERSONNEL AND HEALTH SERVICES

Pamela Kvilekval
Pupil Personnel Administrator

Chapter 766 Evaluation

During the school year, 1983-1984, 433 pupils, age 3-21, were referred for either a full or intermediate team evaluation which was in accordance with Chapter 766 regulations. There are five components to a full evaluation:

1. an educational history
2. a psychological assessment
3. a description of classroom performance
4. a medical examination
5. a family history which may include a home visit.

An intermediate evaluation includes any combination of some, but not all, of the components of a full evaluation. When all components of the evaluation have been completed, the building chairperson schedules a team meeting with the child's parents, principal, teachers and specialists conducting assessments to discuss the recommendations to be incorporated into the child's educational plan. The educational plan includes a diagnosis of the child's difficulties and a prescription for remediation. Semi-annual reports are sent to the child's parents with the regular report card by each specialist providing services. The child's total educational plan is reviewed at least annually to determine progress toward mastery of the specific objectives for each specialist area and to recommend modifications with continuation or termination of specialist area and to recommend modifications with continuation or termination of specialist services for the next school year. During the 1983-84 school year, 830 annual reviews were conducted. In compliance with Public Law 94-142, each student placed in a special program is provided with a re-evaluation at least once every 3 years.

The building chairperson reviews the progress reports of all students receiving special services within his/her school.

If a child is not making satisfactory progress within a special program, the building chairperson meets with the specialist, regular staff and parents to determine whether modifications of the child's educational plan are indicated. Each child's educational plan is reviewed intensively at least annually by the building chairperson, specialists, regular staff and parents to review progress toward mastery of the specific objectives included and to recommend modifications/continuation/termination of specialists services for the next school year.

Learning Disabilities

Small group tutoring is provided for pupils in all schools whose 766 evaluation determines the need for the following services:

Specific Language Disabilities Tutoring provides instruction in reading, writing, spelling, grammar, punctuation, capitalization, comprehension and composition, with specific teaching methods and materials required for pupils with perceptual handicaps.

Specific Math Disabilities Tutoring provides a program in which each new math concept is introduced on a concrete level using manipulative objects. The student next works with the same concept on a semi-concrete level. At this level pictures represent the objects. Finally, the student learns to answer orally or in writing which is the symbolic or abstract level. The specific objectives of each level of this program are compatible with the objectives of the systemwide math program.

There are four selfcontained classrooms for perceptually handicapped. Three are at the elementary level and one is at the secondary level. Pupils placed in the program have demonstrated the symptoms of severe perceptual handicaps to such a degree that all or most of the basic school subjects need to be taught by a teacher skilled in modifying teaching approaches, methods, and techniques to capitalize on each pupil's strengths and to remediate his weaknesses. Ours is a

diagnostic-prescriptive approach with initial testing to determine the successful level of functioning in each subject for each pupil. An educational plan is then developed that will best meet each pupil's specific learning needs.

There are now 243 students receiving specific language disabilities tutoring, 53 receiving math tutoring, and 53 students receiving most of their academic instruction in the four self-contained perceptually handicapped classes.

Substantially Separate Classes and Resource Rooms

Substantially separate classes and resource rooms provide individualized, small group (up to 12 students K-12) who are unable to make satisfactory progress in regular classroom settings because of social, emotional or academic problems. Generally speaking, a high degree of structure and teacher direction is employed in these classes. In addition to direct instruction in basic subjects, this program provides assisted study skills and in organization of their assignments from the regular classes. The intent of both substantially separate classes and resource rooms is to coordinate instruction as much as possible with the regular program.

Whenever possible, regular classroom materials are employed in the resource rooms. Supplementary or alternate materials are provided for students who, because of reading or other learning difficulties, require them.

A wide variety of alternate or supplementary materials is used in addition to those used in the regular classes. Since many of the pupils in these classes learn best in a concrete, as opposed to an abstract fashion, the use of manipulative, visual aids and, at times, teacher-made materials is stressed. As in resource rooms, regular classroom materials are employed whenever possible with adaptations made in teaching style and presentation as necessary.

There are currently 81 students in the substantially separate classes and 153 are in resource rooms.

School Adjustment Counseling

The adjustment counselors provide therapy and counseling services to students and their families consistent with the regulations of Chapter 766. In the 1983-84 school year there were five fulltime adjustment counselors with Masters Degrees in either social work or counseling psychology. Four counselors are licensed independent clinical social workers (LICSW).

The adjustment counselors provide crisis intervention, evaluation services, individual and group therapy with students, family therapy, parent counseling, consultation with teachers and school staff, inservice workshops for teachers, and inter-agency contact. During the 1983-84 school year the adjustment counselors worked with almost 300 students and their families. These services are provided during the school day, after school, and on some evenings.

Adaptive Physical Education

The adaptive physical education program provides small group instruction for pupils with perceptual-motor-coordination, fitness, weight control and severe physical handicaps. Pupils are identified through screening programs, teacher referral, parent referral, and medical referral. Two fulltime adaptive physical education instructors, a part-time physical therapist consultant and the regular physical education instructors on the secondary level carry out the specifics of each child's educational plan. Pupils receive their adaptive program in addition to their regular physical education program unless the degree of disability makes the regular program impossible.

The program is open to pupils K-12 but operates mainly on the elementary level with 90% of the pupils in K-6. Seriously handicapped pupils and those who fail the fitness tests are served on the secondary level. There are 200 students in this program.

Speech/Language Therapy

Speech/language services provide consultation, diagnostic testing, and therapy in the areas of articulation, language development, voice and fluency.

Students from pre-school through high school are now seen by the speech/language therapists. There are now 252 students in service.

Activities include evaluation, therapy, core evaluation team conferences, parent conferences, teacher consultation, as well as the writing of diagnostic and progress reports and educational plans. Several screening programs are conducted for pre-K, K, and Grade 1.

Early Childhood

The early childhood program provides diagnostic and instructional services to pupils in the 3-8 year range. The 3-6 year-old school screening is carried out under the coordination of this program. A diagnostic summer program for the "at risk" pupils is provided so that appropriate support services will be planned for kindergarten or other placements in the fall. Children not in school but in need of specialized services receive a 766 evaluation and appropriate services or special placement is arranged. Pupils receive their services in a variety of settings. There are two early childhood classes within Andover schools and another in North Andover which is shared with the Collaborative school systems.

Inservice courses, consultation, and program development are provided for the kindergarten through third grade program as a special project toward early intervention, The Developmental Primary Program.

Health Services

The following services are provided by the school nurses and health aides: vision and hearing screening of all students; scoliosis screening of grades 5 through 9; early childhood and pre-kindergarten screening; physical examinations for grades K, 3, 7, 10, all new entries, 766 students and all sports participants; Mantoux testing for all school personnel and volunteers; health history, immunization record keeping and updates on all students; health counseling for staff and students by use of film presentations and classroom visits; home visits when indicated for prolonged absences, first aid and emergency treatment for all

illnesses and injuries incurred during the school day and assist with personal care for physically handicapped students or staff.

Home/Hospital Tutoring

The home tutoring program provides services to students in grades 1-12 who are out of school for medical reasons or are awaiting placement in appropriate educational programs.

Tutorial services for up to 60 days are provided upon the request of the principal and the child's physician. Services in excess of 60 days require a full 766 evaluation and educational plan.

Students receiving tutoring for medical reasons generally receive 4-5 hours per week. Any student out of school and awaiting placement receives one hour per day of tutoring unless otherwise specified in the educational plan.

Forty-one students have received these services either at their home or in a hospital. Most students require no more than a few weeks of tutoring to keep them up with their studies during convalescence from a serious illness or injury.

English As A Second Language

Twenty-one students from seven countries received English as a second language services.

READING DEPARTMENT

Dorothy Sipsey
Program Advisor

1. CURRICULUM

Mrs. Theresa G. Murphy, Executive Director of the AIRS D/D Project, then Reading Program Advisor, directed a revision of the rationale, goals, operational procedures, and methods of assessment of Andover's Integrated Reading System (AIRS). With the help of the five Instructional Specialists this was shared with each teaching team throughout the system. Self-monitoring check-lists were given each elementary teacher and follow-up conferences with Mrs. Murphy resulted in a renewed awareness on the part of the teaching staff of the AIRS continua.

The sequence of writing and grammar skills from the elementary to the junior high level were examined and evaluated, and the preparation of the AIRS Comprehension and Word Meaning programs for computer use was begun.

An exciting new curriculum area, The Andover Secondary Reading Program, was developed providing secondary students a unique opportunity to continue to develop reading and writing skills and foster a continued appreciation of literature. Divided into four major components: comprehension and vocabulary, literature, study skills, and spelling, its instructional levels range from 6th to 12th grade.

All phases of AIRS were applied with much enthusiasm during Newspaper Week. With the help of the Eagle Tribune staff, our students and teachers used our local daily paper as a medium for applying their skills in Comprehension, Word Meaning, Structural Skills, Spelling, Writing, Capitalization and Punctuation, and Grammar.

The Annual Spelling Bee was re-named the Isabelle Dobbie Annual Spelling Bee in honor of Sanborn School's principal who retired this June.

2. NEW MATERIALS

The Capitalization and Punctuation strand of AIRS was revised and attractively packaged as consumable booklets. Positive comments about the form and content of the program were forthcoming from students, teachers, and parents.

The supply of books for the AIRS Literature program was increased with the purchase of multiple copies of established literary classics and new, critically acclaimed works. Literature Record Cards on which students record examples they have read of required genres for each grade level (2-6) will henceforth be kept in each child's writing folder.

Pre and Post Tests for Levels IX and X, AIRS Comprehension, were re-written to allow for computer correction, part of the AIRS/Mastery Management Program.

Bank Street Writer and Quill software allowed students to use our computers for word processing with much enthusiasm and creativity.

3. AIRS PROJECT

Mrs. Theresa G. Murphy has been named Executive Director of the AIRS Developer/Demonstrator Project. Currently being used by over 200 adopters in 22 states and in such diverse schools as Woburn Public Schools and Isadore Newman School, a wealthy private school in New Orleans, LA., Andover's Integrated Reading System was cited as the only elementary reading program selected for participation in the National Diffusion Network Reading/Writing Satellite Teleconference on May 10, 1984. Held in Des Moines, Iowa, the teleconference was broadcast to 50 states, The Virgin Islands, and Puerto Rico. Mrs. Murphy's pictorial over-view of AIRS, its rationale, component parts, management techniques, and application reached over 10,000 educators.

4. INSERVICE WORKSHOP

AIRSware, software developed in an inservice workshop to enhance the AIRS Word Meaning program but written so that it can be used independently of AIRS material, has taken the format of a baseball game to develop vocabulary skills. Ready to be field tested, our Grade 4 students and teachers will be the critics of its level of interest and effectiveness. A grant from the Apple Education Foundation financed the project.

5. CHAPTER I

Our Chapter I instructors taught reading readiness skills to readiness room and kindergarten children, and reading to children in Grades 1 to 4 at Bancroft, St. Augustine's, South and West Elementary Schools. Co-operating closely with classroom teachers, the instructors taught small groups of children and post-testing results indicated the success of the program. Last year's report indicated an 18 point increase in the normal curve equivalent*, up 11 points over the prior year. This year's results show an impressive gain of 18.99 for our students.

*The normal curve equivalent is the statistical measure recommended by Chapter I for evaluation purposes.

6. BASIC SKILLS

Conforming to State mandate, students in Grades 3, 4, and 8 were tested for basic competency in reading, writing, listening, and mathematics. The graph below indicates a most satisfactory percentage of success.

Percentage of Students who Passed Basic Skills Tests

GRADE	3	6	8
No. Tested	302	377	482
Reading	100%	94%	94%
Writing	96%	97%	99%
Mathematics	96%	93%	95%
Listening	99%	99%	100%

7. FINAL TESTING OF SIXTH GRADE STUDENTS

All Grade 6 students were given the Stanford Diagnostic Reading Comprehension Test in February '84. Results are listed below, and a more precise tabulation is attached. Please note that 6.6 was grade level at test time and that of the 336 students scoring above grade level, 290 scored at Grade 8 level or above.

No. of students tested	Above Grade Level	At Grade Level	Below Grade Level
380	336	3	41

8. TEST SCORES

In April 1984 both SCAT (School and College Ability Test) and STEP (Sequential Tests of Educational Progress) were given to students in grades 3, 6, and 8 with these results recorded in mean percentiles.

GRADE	Reading	Vocabulary	Writing Skills	Listening	Study Skills
3	95+	95+	95+	94+	95
6	95+	94	95+	95+	95+
8	95+	95+	93	95	95+

GRADE SIX RESULTS - STANFORD DIAGNOSTIC READING TEST

BROWN LEVEL - FORM A

February - 1984

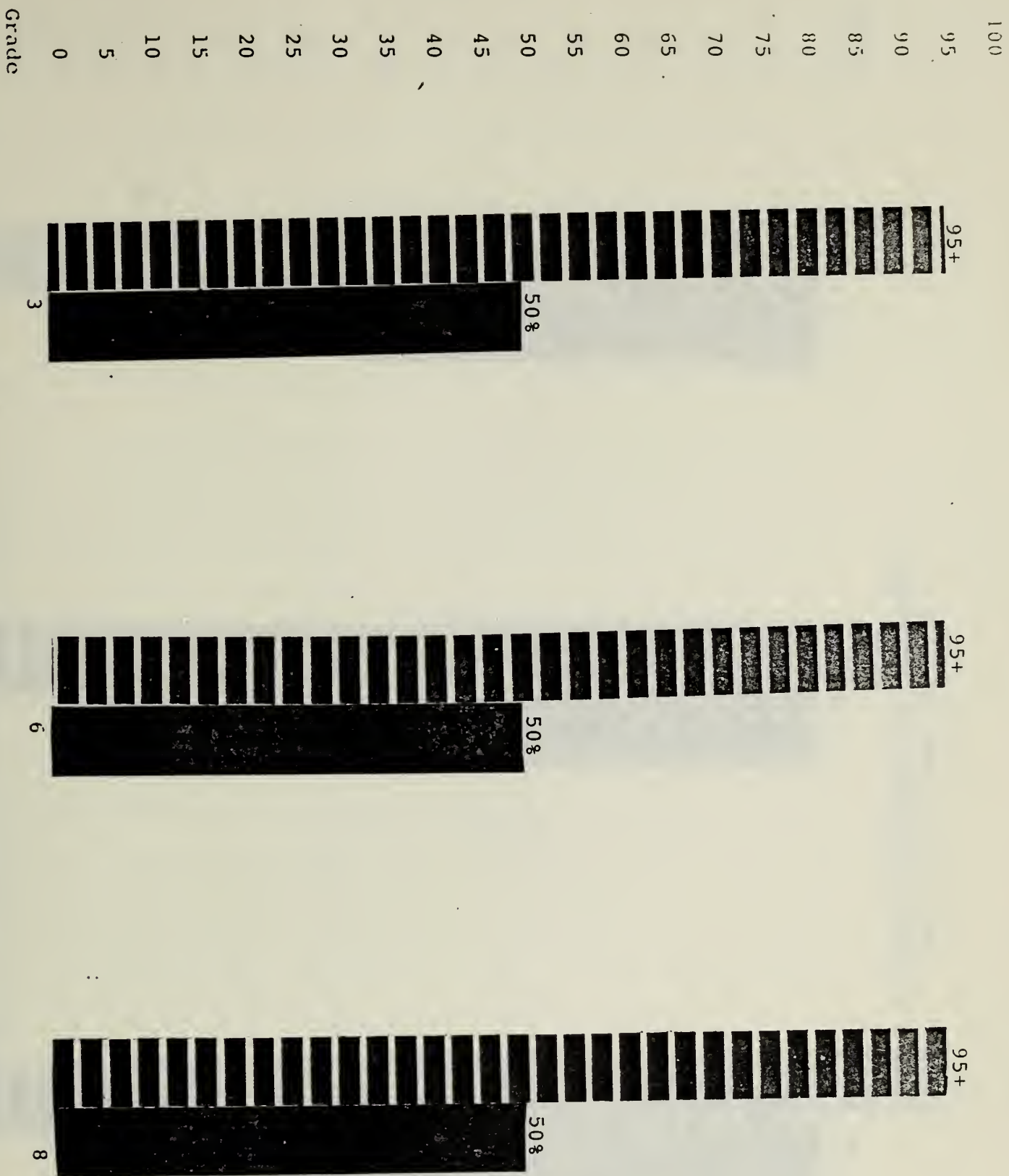
RAW SCORE	GRADE EQUIVALENT	# Students System
19	3.5	1
20	3.6	
21	3.8	
22	3.9	
23	4.0	1
24	4.1	
25	4.1	
26	4.4	
27	4.5	
28	4.6	1
29	4.7	
30	4.8	2
31	4.9	2
32	5.1	2
33	5.1	1
34	5.3	
35	5.4	1
36	5.6	1
37	5.7	1
38	5.9	2
39	6.0	3
40	6.1	4
41	6.3	5
42	6.5	11
43	6.6	3
44	6.8	7
45	6.9	8
46	7.1	3
47	7.3	7
48	7.5	5
49	7.7	9
50	7.8	10
51	8.0	12
52	8.3	12
53	8.6	17
54	8.9	28
55	9.3	26
56	9.9	18
57	10.6	50
58	12.3	55
59	G	39
60	G	33

Grade level
at test time

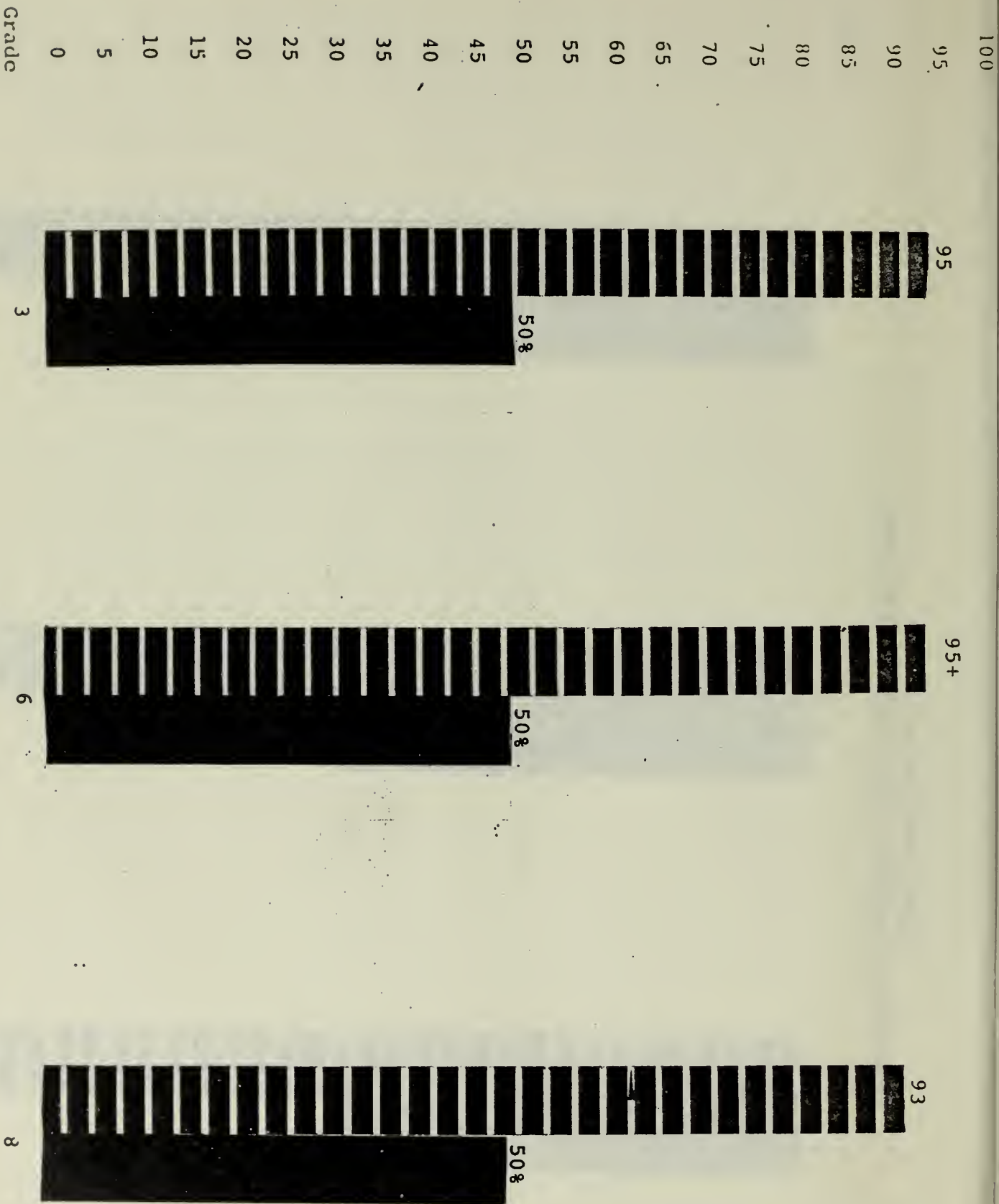
ANDOVER STUDENT PERFORMANCE
ON
STANDARDIZED ACHIEVEMENT TESTS

In April 1984, standardized achievement tests were administered to Andover students in grades 3, 6, and 8. The following tables compare Andover student performance with the performance of students throughout the United States (national norm), as well as students in communities similar to Andover (high S.E.S. norm).

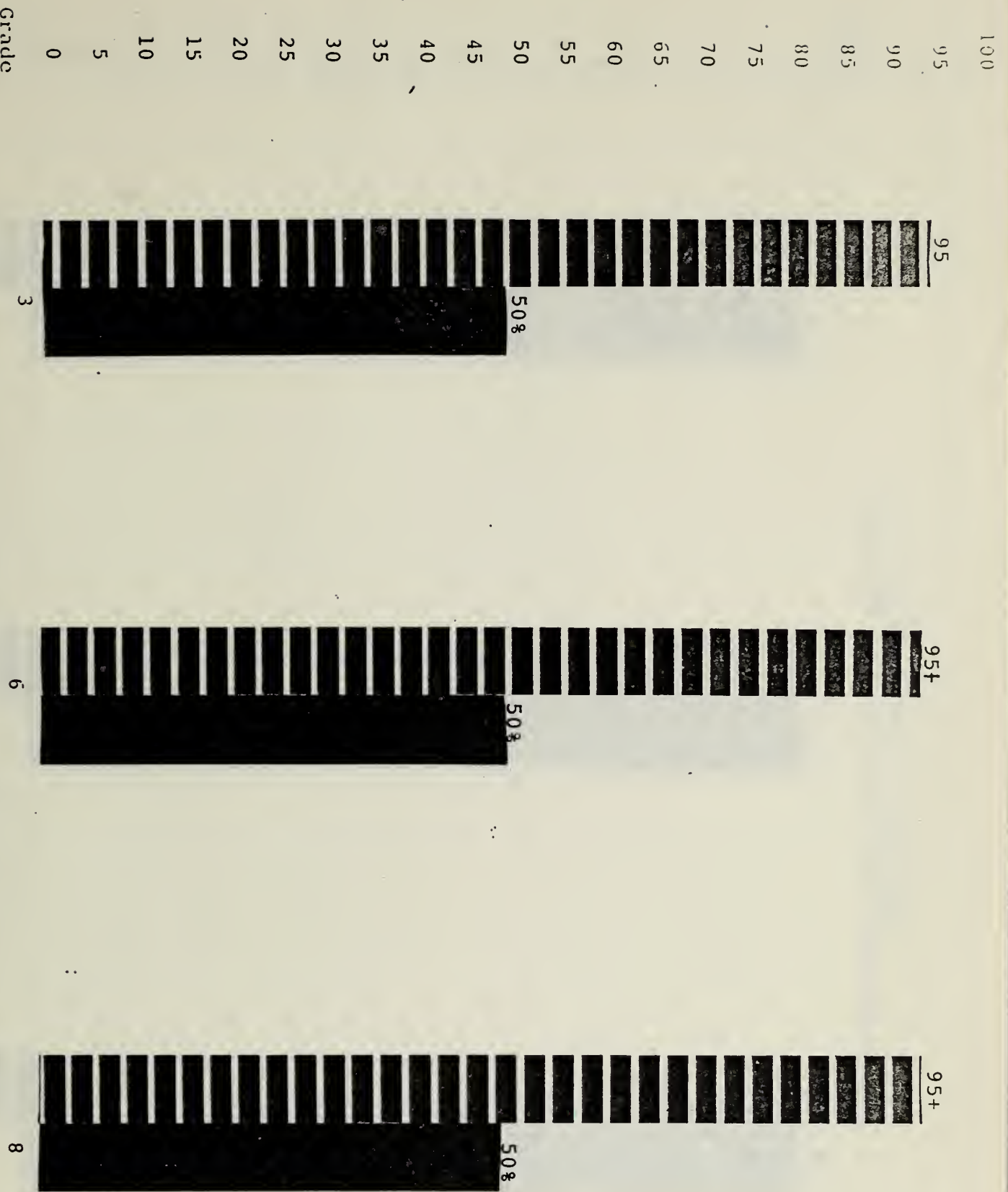
THE
JOURNAL OF THE
ROYAL ANTHROPOLOGICAL INSTITUTE
OF GREAT BRITAIN AND IRELAND
VOLUME 34
PART 1
1904
LONDON
PUBLISHED BY THE INSTITUTE
11, BEDFORD SQUARE, W.C.1



COMPARISON OF MATH BASIC CONCEPTS ACHIEVEMENT
WITH NATIONAL NORMS



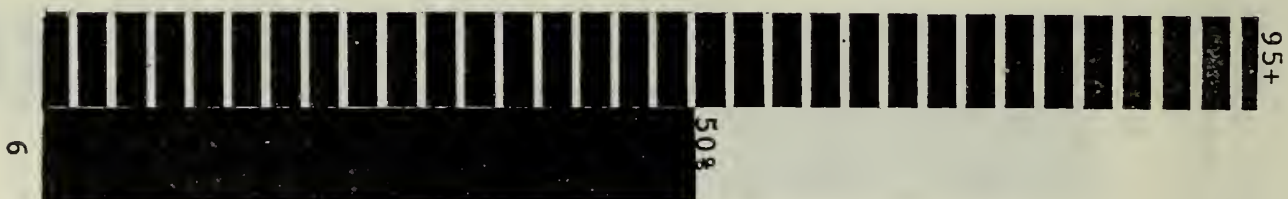
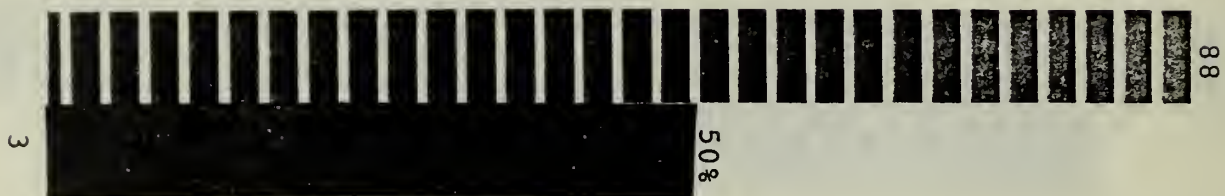
COMPARISON OF MATH BASIC CONCEPTS
WITH NATIONAL HI SES NORMS



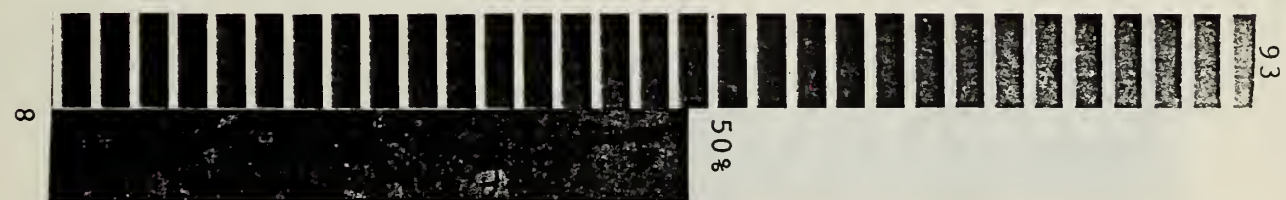
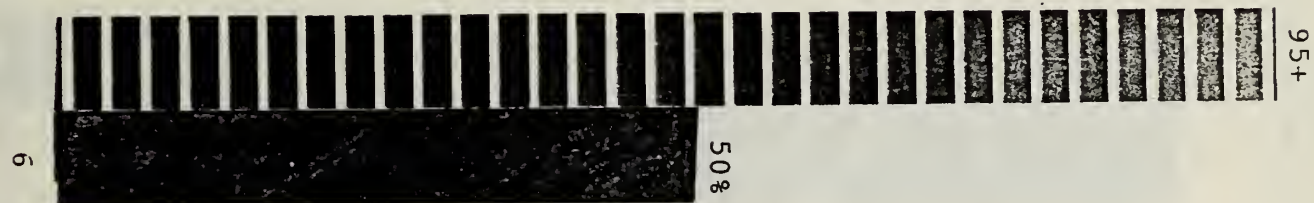
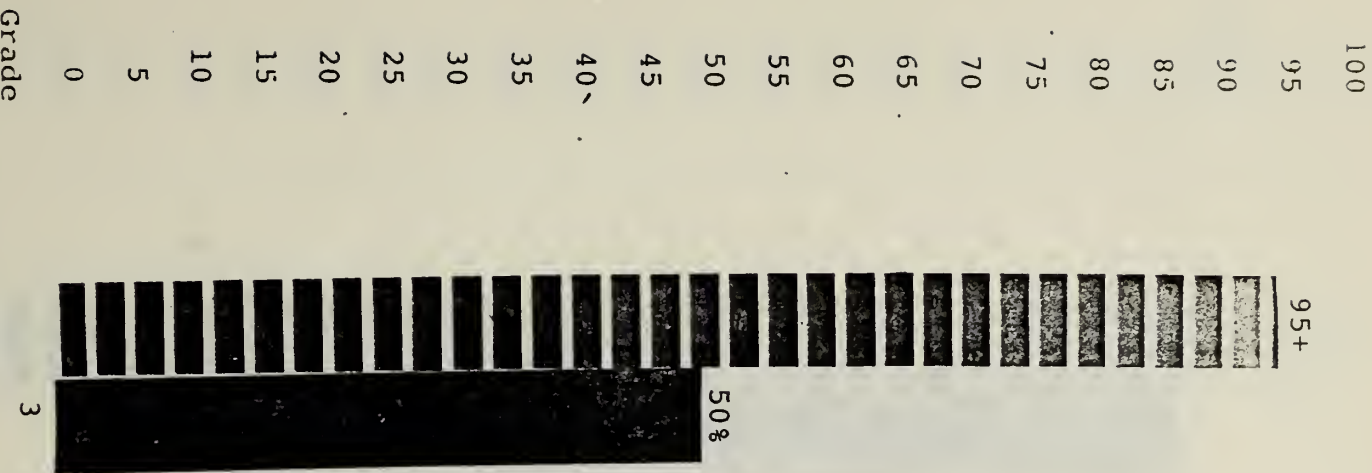
COMPARISON OF MATH COMPUTATION ACHIEVEMENT
WITH NATIONAL NORMS

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

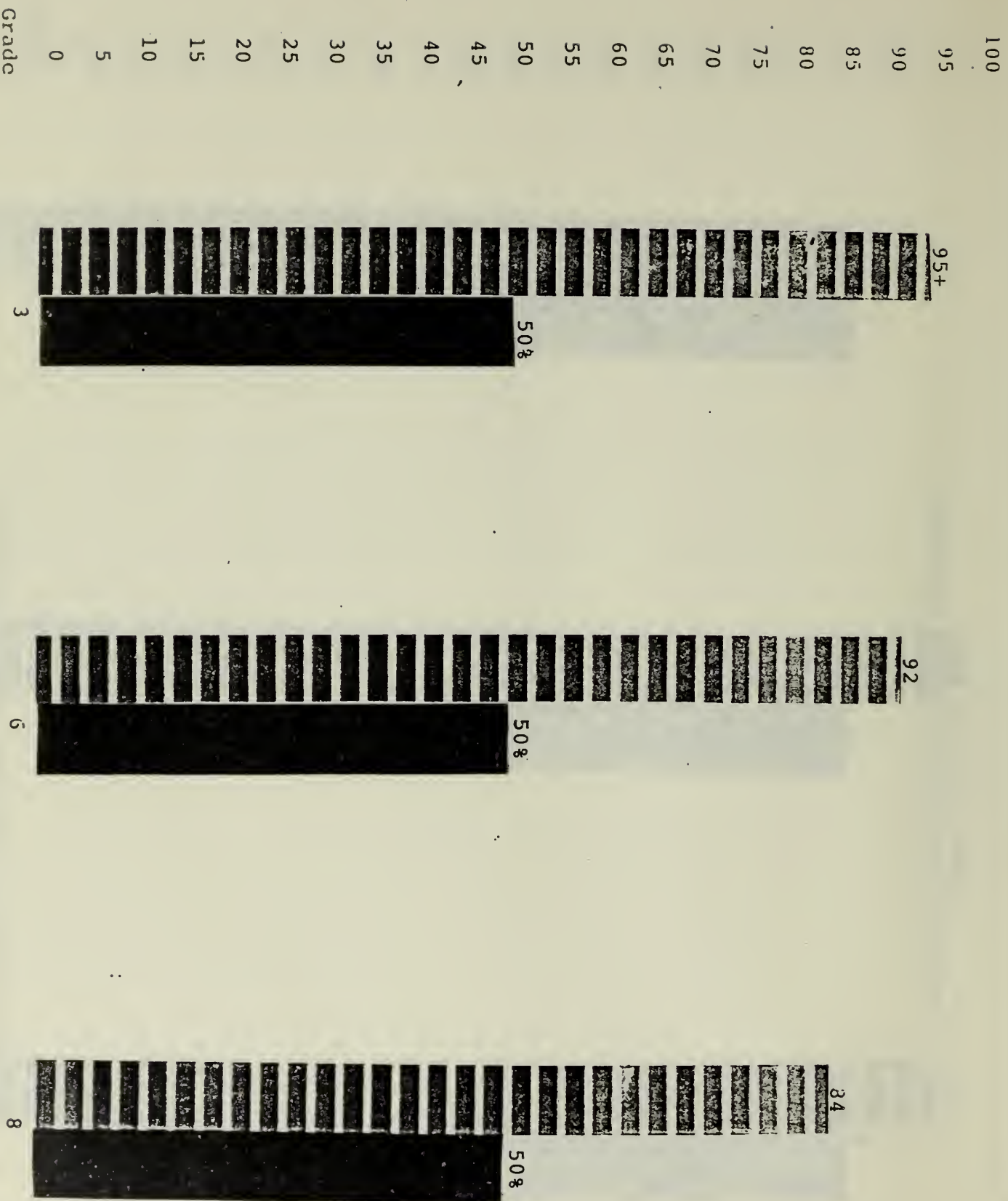
Grade



COMPARISON OF MATH COMPUTATION ACHIEVEMENT
WITH NATIONAL HISSES NORMS

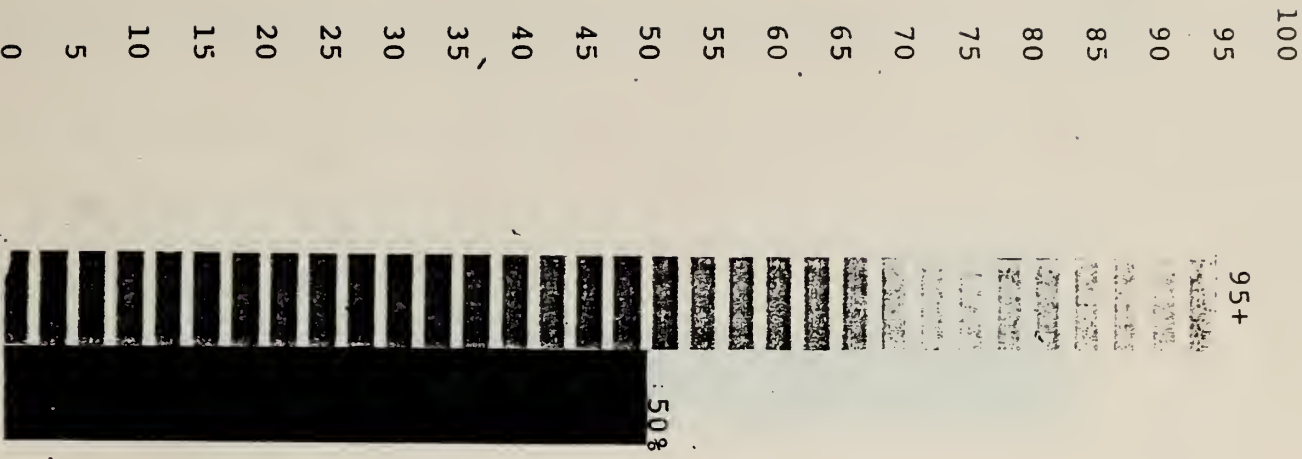


COMPARISON OF WRITING SKILLS ACHIEVEMENT
WITH NATIONAL NORMS



COMPARISON OF WRITING SKILLS ACHIEVEMENT
WITH HI SES NORMS

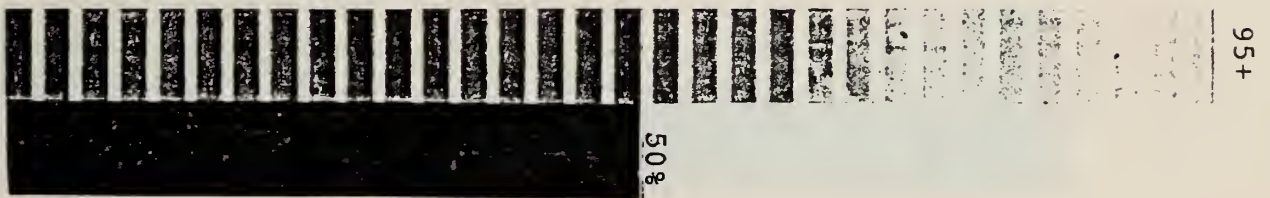
Grade



3



6



8

COMPARISON OF READING ACHIEVEMENT
WITH NATIONAL NORMS

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
Grade

95+

50%

3

95+

50%

6

94

50%

8

COMPARISON OF READING ACHIEVEMENT
WITH NATIONAL HISSES NORMS

